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BULLETIN
**EAST TENNESSEE
STATE NORMAL SCHOOL**

Vol. V FEBRUARY, 1916 No. 6

Needed School Legislation
Economic Use of the Public School Fund
Alumni Record

March 14, Tuesday, Spring Term Opens
June 6, Tuesday, Summer Term Opens

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EAST TENNESSEE STATE NORMAL SCHOOL**Vol. V****February 1916****No. 6**

At the annual Conference of East Tennessee Superintendents held at the State Normal School on June 24, 25, and 26, 1915, it was decided by unanimous vote of the Superintendents to publish monthly, in connection with the Normal School, a Bulletin devoted to matters of general public-school interest, related to the needs, growth, and progress of the schools of East Tennessee.

Superintendents Editorial Committee

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Sidney G. Gilbreath, President State Normal School.

EDITORIALS

The questions "Do the graduates of the Normal Schools engage in teaching?" and "Where do the graduates of the Normal Schools teach?" are often asked. The answers to these questions, so far as they relate to the East Tennessee State Normal School, are found in the Alumni Record appearing elsewhere in this issue of the Bulletin.

This record shows that of the 256 who have earned the certificate or diploma, or both, of the school, 194 are engaged in teaching this year. Of this number 136 are teaching in the rural public schools in Tennessee; '39 are teaching in city and private schools in Tennessee; and 18 are teaching in other States.

Of the 256 graduates of the Normal School 194 are teaching; 24 are students this year in some school; 19 have married since graduation; 15 are not teaching; and no report was received from four.

Of the more than two thousand undergraduates, nearly all taught this year in country public schools. This is a most favorable report

for the East Tennessee Normal School and it is not doubted that the other Normal Schools have made similar records.

One of the most encouraging features in the growth of the Normal School is found in the larger number enrolling each year in the Fall Term and remaining throughout the year. To educate and train a teacher into real efficiency requires time. Other professions have special courses prescribed for them that take from two to four years for completion, and to meet the reasonable demands made on them teachers must be willing to fully equip themselves by education and training for efficient service. This equipment cannot be gained in a term of a few weeks, however helpful such attendance may be. The primary ambition of every Normal student should be thorough education, sound professional training, and correct school ideals, not to escape examinations or receive a license to teach. The ambition to become fit should always be stronger than the desire for the certificate.

The Spring Term will begin Tuesday, March 14, and continue twelve weeks. As nearly all the public schools close before the date of its opening the Spring Term at the Normal School gives excellent opportunity to ambitious teachers to better fit themselves for efficient service. Many helpful courses will be offered in academic and professional subjects, and reviews will be conducted in the public-school branches. At the close of the term a State examination will be held at the Normal School, conducted under the supervision of State Superintendent S. W. Sherrill. Teachers are urged to attend the Spring Term, and to remain if possible throughout the Summer Term. By doing so they will add to their professional equipment all the good that can be gained in eighteen weeks of earnest study, inspiring instruction, and wholesome association.

Superintendents Duggins, of Anderson County; Adcock, of Bradley County; Jennings, of Campbell County; Burkes, of Claiborne County; Cline, of Cumberland County; Wilson, of Knox County; Rice, of Meigs County; Stephens, of Rhea County; and Booth, of Roane County, attended the annual meeting of the Public School Officers' Association in Nashville, Jan. 11-13. The University of Tennessee was represented by Dr. Harry H. Clark, and the State Normal School by President Sidney G. Gilbreath. East Tennessee was repre-

sented on the program by Miss Jennie Burkes in the discussion of "Good Roads a Factor in School Consolidation," by Superintendents Wilson and Adcock on "How to Reduce Illiteracy," by Dr. Clark on "How to Meet the Smith-Hughes Bill," by Superintendent Duggins on "Consolidation," and by President Gilbreath on "Economic Use of the Public School Fund."

The total registration for the Fall Term was 237, an increase of 83 over the enrollment for the Fall Term the preceding year. These students, almost without exception, are remaining for the Winter Term, and in addition, at this date, January 29, new students have entered, making the total registration 364. Many others will enter before the close of the term. Last year the total registration to the close of the Winter Term was 288. This increase in attendance is very gratifying to the authorities of the School, and suggests strongly that the Normal School is winning the approval of school officials and teachers, and that it is meeting in a satisfactory way the one purpose of its creation and support, "the education and training of teachers for the schools of the State."

A resolution was adopted by the Public School Officers' Association requesting that the paper on "Needed School Legislation," by State Superintendent Sherrill, and the study of the "Economic Use of the Public School Funds," by President Gilbreath, be published in the Bulletin, and that copies be sent to all county and city superintendents in the State. In response to this request the papers appear in full elsewhere in this issue.

NEEDED SCHOOL LEGISLATION

By Samuel W. Sherrill,
State Superintendent of Public Instruction.

The wise merchant, before making additions to his stock of goods, will first take a careful inventory of what he has on hand. Then is it not wise for us, in recommending additions to our school legislation, to take a hasty review of the laws we now have?

Time will permit us to mention only a few of our more important laws, for since the law passed in 1873, creating our school system, there have been many additions made.

We have a public-school system administered by the following authorities:

The State Board of Education; a County Superintendent; a County Board of Education; and a District Board of Advisors.

We are all acquainted with the duties of these different officials and I am persuaded you will agree with me that the law has in the main wisely set forth these duties.

As to these officials, I wish to say that I believe the law should be amended so as to eliminate the District Board of Advisors. My reasons for this recommendation are,

First, that this board is unnecessary, as all the duties prescribed for it can easily be performed by the County Board.

Second, this board has proven a bone of contention ever since its creation in 1907. The law killed the district director but failed to bury him.

In the setting aside of one-third of our gross revenue for school purposes, and in the apportioning of this fund as the law does, we believe the State has indeed acted wisely. In fact, we can hardly expect the State to give a larger per cent. as a general fund for educational purposes. What we sorely need is a law compelling the counties to levy a sufficient tax to run every school in the State for a minimum term of six months.

The state has not only shown her desire to educate every one of her children by setting aside the general education fund, but she has attempted to give us a compulsory attendance law. The intention of the writer of this law was good but his wisdom is to be questioned. The law is too cumbersome as to its enforcement and for this reason in a large number of counties, no effort is made to enforce it. The law must have some teeth put into it if we wish to put our children into our schools. I believe the very best attendance law we can pass would be a law providing for the apportionment of the school funds on the basis of attendance rather than of population. This would make every citizen, interested in education, an attendance officer.

The law provides that the school population shall include all persons between the ages of six and twenty-one. I believe this should be amended so as to read, "between the ages of six and eighteen", with the provision that no pupil shall be charged tuition before he is twenty-one years of age. My reason for this recommendation is that there are so few pupils enrolled in our schools between the ages of eighteen and twenty-one that when we estimate our percentage of attendance it makes our records show up so poorly.

The law provides that the school census shall be taken every year. I would recommend that it be taken every two years. By this we can

save more than \$7,500 every other year and would lose nothing by the change.

My nine months' experience in the office has thoroughly convinced me that we need a better system of bookkeeping by which our school funds may be more accurately accounted for. We should have a law providing that the county trustee shall keep all school accounts so that at any time the financial standing of the schools may be ascertained. With the system now in use, this is almost impossible. I am persuaded that we lose annually several thousand dollars of the school fund on account of poor bookkeeping.

I am of the opinion that the county trustee receives too much of the public-school fund for handling the same. In one county of our State, the trustee received last year about \$8,000 for handling the school money of that county. This is all out of proportion when we consider that this amount is much more than the amount paid to all the school officers of the county.

As we are losing every year large sums of money on account of faulty plans for school buildings, I am persuaded that the building of all schoolhouses should be under the supervision of the State Board of Education. There should be a school architect and the plans for school-houses, even one-room houses, should first meet his approval. I am sure this would mean a large saving of money and much better school buildings.

We need some legislation looking to the improvement of our high schools. The high school should be the capstone and the pride of every county system. It is the poor man's college. I would therefore recommend that we have a law providing for a compulsory tax for high-school purposes.

In order that we may have sufficient funds with which to establish a high school in every county in the State, I most heartily recommend that the law establishing the Polytechnic School at Cookeville be amended so that the funds for its maintenance shall come from another source than the high-school fund.

I hope the time will come when we shall have sufficient high-school funds to establish a department of teacher training, including methods and observation and practice-teaching, in some of our better high schools. I believe the law should grant to all who complete the work in such a high school an elementary certificate to teach, good for one year, in the county where the high school is located. This certificate should be subject to renewal as long as the holder attends at least a six weeks' term, each year, in some reputable normal school.

We have a law providing for the supplementing of the county superintendents' salaries. The law provides that the State will pay as much of the county superintendent's salary as the county pays, to the amount of \$350.00. I believe the law should be amended to read that the State will give aid only to counties who pay their county superintendent at least \$350.00. This will guarantee a minimum salary of \$700.00.

I believe some plan should be worked out by which our county superintendents can be guaranteed better salaries. The man who is not worth at least \$1,500 a year is not competent to fill the position of county superintendent. We should employ competent superintendents, pay reasonable salaries, and exact all of their time.

The law relative to county superintendents' certificates provides only for county certificates. I believe a county superintendent's certificate, issued as it is upon a state examination, should be good in any county in the State. I further believe that graduates of the State Normal Schools, of the Department of Education in the State University, and of all colleges upon the accredited list of the State Department of Education should be granted county superintendents' certificates without examination.

I believe that all teachers in the graded schools should be required to pass an examination on Home and School Sanitation, Plant Culture, and Elementary Agriculture. I take it that we are all agreed that we should have an industrial course in our elementary school. It will do but little good for us to advocate the adoption of such courses so long as we do not require any preparation for teaching these subjects. Not until we require an examination on these subjects can we hope for much preparation.

It is the fond hope of every true Tennessean that we may soon see the day when illiteracy may be wiped from our State. To my mind there is no better way to bring about this long desired time than by the work that is being done by many of our counties in the moonlight schools. All praise to the faithful county superintendents and teachers who have, without pay, so faithfully and successfully done this work. I do not believe it fair to expect our overworked teachers to do this work without pay. I therefore recommend that the legislature provide a fund for the maintenance of moonlight schools.

All who are really interested in the educational affairs of our State and desire to see education divorced from politics, rejoiced when the last legislature passed the bill providing for the state su-

perintendent to be elected by the State Board of Education. No longer will this position be a political football as it has sometimes been in the past. Following this step, I now recommend that the county superintendent be elected by the County Board of Education.

We may legislate all we please, but until we place in our schools professionally trained teachers, we cannot hope to get desired results from our schools. The State, realizing this, has established three Normal Schools for whites and one Agricultural and Industrial School for negroes. We all agree that the State acted wisely in the establishment of these schools, for already their great service is being felt throughout the State. Since the opening of these schools four years ago, there have been graduated from the different departments, 714 pupils. This does not include the 10,000 students who have attended these schools for one or more terms, receiving a teaching spirit such as can be found only in a teachers' training school. The greatest problem confronting us today is the training of teachers for rural schools. I am glad our Normal Schools are doing so much toward the solution of this problem. They realize their great mission and are preparing and encouraging their students to teach in the rural schools. As a result of their splendid work, we can present the following figures:

From the East Tennessee Normal, 90 per cent. of the graduates and a larger per cent. of those who did not graduate, are teaching in our rural schools.

From the Middle Tennessee Normal, 80 per cent.

From the West Tennessee Normal, 80 to 85 per cent.

In the Negro Normal, 65 per cent.

The success and the growth of these schools has been beyond the expectation of any of us. For this reason, the appropriation made for these schools has proven inadequate to meet their needs. The white normals are sorely in need of dormitory room and the next legislature should appropriate a sufficient sum of money to meet this need.

And last, but far from least, comes our State University. When we compare the small sum appropriated by other states, we are made to blush with shame. Our faithful and efficient President and Faculty are doing everything in their power to make the University serve the best needs of the State; and considering the difficulties under which they labor, they are doing remarkably well. The school is doing more efficient work than it has ever before done but it is in sore need of funds. For some years the appropriation has not been

sufficient to meet the actual expense of the institution. As a result, there now hangs over the institution a large debt which must be paid in the no distant future. Some of the buildings are a disgrace to the State, and the salaries paid the faculty are not in keeping with the salaries paid any other State University. The honor of our State is at stake. She must come to the rescue of our University.

ECONOMIC USE OF THE PUBLIC SCHOOL FUND

By Sidney G. Gilbreath

In attempting a study of the "Economic Use of the Public School Fund" it will be unnecessary to refer, except in an incidental way, to the sources of revenue or to discuss the amount of fund already provided or that may be needed. The subject limits the paper to a study of the use of the fund now appropriated and to the manner or method of its expenditure.

This Association is a law-suggesting body, and it is proper and wise that the school authorities should begin to give more attention to the economical use of the millions of dollars expended every year in the maintenance of our system of public education.

For more than a decade, beginning with the administration of Superintendent Seymour A. Mynders, and including the administrations of Superintendents Robt. L. Jones and John W. Brister, earnest and successful efforts were made to increase the revenues for schools, and to work out an equitable plan for the apportionment of the larger and increasing funds among the several school interests to be encouraged and supported. While the revenues were very largely increased by the "Surplus" acts of 1903 and 1905, the appropriation of funds for the schools was not put on a permanent and substantial basis until the passage of the General Education bill in 1909. While this epochal legislation added very largely to the revenues, and made definite apportionment of the funds it provided, it made no special provision for a more economical use of the large sums it set aside for public education.

Two years before, in 1907, the County Board of Education law was passed. Its purpose was to centralize and strengthen school administration and authority. It has been more far-reaching and helpful than any other single piece of school legislation, with the possible exception of the General Education bill, since the establishment of public schools in 1873. Through the central and responsible board

created in each county by this law it became possible to more economically use public-school funds. While a few minor laws looking to this important end have been enacted from time to time their effect has been small compared with the good results that have come from the County Board of Education law. But with all the opportunities this law gives for a proper and economical administrtaion of school revenues even more definite legislation is needed.

The latest published school report, that for the year ending June 30, 1914, shows that the total revenues received and available for the year were as follows:

From the State	\$ 942,545.02
From the counties	3,442,107.06
From cities	895,744.46
Amount on hand at beginning of year.....	1,018,584.14
Overdraft at close of year.....	210,955.21
From county high schools	626,053.71
 Grand total receipts.....	 \$7,135,989.60

The officials chiefly responsible for the expenditure of the larger part of this great sum of money are the County Superintendents of Schools, County Boards of Education, High School Boards of Education, and City School authorities.

These authorities are not responsible for the following items of school disbursements made during the year 1913-14:

Salaries of County Superintendents	\$ 84,723.44
(The salaries of superintendents are fixed by county courts.)	
County Trustees' commissions, county schools.....	79,348.43
County Trustees' releases, county schools.....	27,321.65
County Trustees' commissions, city schools.....	10,782.53
County Trustees' releases, city schools.....	604.83
Enumeration of scholastic population	15,512.00
(These expenditures are regulated by law.)	

Total disbursements not ordered by school offi- cials	\$ 218,292.88
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The following balances were reported:

Balance on hand June 30, 1914, County schools	\$ 781,614.14
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Balance on hand June 30, 1914,	
High Schools	111,210.76
Balance on hand June 30, 1914,	
City schools	178,511.49
 Total school funds not expended.....	\$1,071,336.39

The school funds on hand at the close of the year and the expenditures fixed by law amounted to \$1,289,629.27. If from the total receipts this amount be taken, the balance, \$5,846,360.33, was actually disbursed by school officials during the year closing June 30, 1914, and for the economical expenditure of this sum county superintendents and boards of education were responsible. While this is a very large sum it is approximately only one per cent. of the total assessed valuation of all taxable property of the State.

While nearly all the items of school-fund disbursements could probably be more economically administered the special attention of this Association is directed to the following:

1. SCHOOL BUILDINGS. The report of the State Superintendent above referred to gives the following amounts as having been spent for new buildings and school sites:

For County Elementary Schools.....	\$ 305,093.12
For County High Schools	77,187.58
For City Schools	174,566.00
 Total for new buildings.....	\$ 556,846.70

While, unfortunately, no reports are available, it is very probable that, of this very large expenditure, a relatively small number of new buildings were erected under the supervision of competent school architects, that a considerable portion of the fund was used under the direction of architects who had had no special training for planning modern school buildings, and that many houses were erected without any scientific and correct designing.

It should be emphasized that school architecture is a special science. That any one can plan a school-house is a blissful belief that only ignorance can give. That any architect is a good school architect is an assumption as false as that any one who can pass an examination and get a certificate can successfully teach.

Large amounts of the building funds are wasted or worse than wasted every year in the payment of incompetent architects, in the erection of houses not properly planned or constructed, and because,

in some cases, contracts are probably not most economically awarded or executed.

Very few superintendents claim to know how to properly plan even a modern one- or two-room building, and it is but seldom that a member of a board of education is found who has made a careful study of school architecture.

Leaving out of account the large actual losses of building funds, losses that are increasing each year, and considering only the unfit and unsuitable houses planned and erected, unsanitary, unsightly, and unsound, the conclusion is reached that school-houses should be built under scientific and intelligent direction.

If account is taken of the fees paid to architects, architects competent and incompetent, it can be seen that the school funds so used would be sufficient to engage the services of a school architect and provide plans and specifications for every school-house erected in the State. The employment of such an official would make possible not only a great gain in the kind and character of the buildings erected, but would insure a large saving in fees now paid employed architects, as well as in better contracts and better construction.

A commission of only two per cent. of the school funds spent last year for new buildings amounts to more than \$10,000. Half this sum would secure the services of a competent school architect, and provide plans for every board of education for every school-house to be built.

No intelligent person or corporation would dare spend a half-million dollars in buildings without having the work done under scientific planning and supervision, and shall not the State apply business rules to the administration of its school affairs?

The employment of a school architect points very definitely toward more economical use of public-school funds.

2. TRUSTEES' COMMISSIONS ON SCHOOL FUNDS. Another item of expenditure that in many cases is relatively extravagant is the commissions paid to county trustees for collecting, along with other taxes, the school revenues and for disbursing the same on the warrants of county superintendents and boards of education.

The rate of commissions is fixed by law, and is therefore beyond the authority and regulation of school or county officials.

The total salaries of county superintendents as shown by the report for the year ending June 30, 1914, (page 102) were \$84,723.44. The trustees' commissions for the same year on county school funds were \$79,378.73 and on city school funds were \$10,782.53, or a total paid from school revenues to county trustees of \$90,160.96, or \$5,437.52 in

that year more than the total salaries paid county superintendents.

In other words, under existing law, with the commissions paid trustees regulated by legislative enactment, and the salaries of county superintendents fixed by county courts, in many cases it is true that the former are paid, out of school funds, more for the relatively simpler and easier duty of receiving and disbursing school moneys, than are the chief school officials of the counties. The duty

trustees is largely clerical while that of superintendents is educational and administrative, requiring special preparation. The salaries of superintendents are their only compensation; the commissions paid trustees out of the school revenues are larger in the aggregate but are the smaller part of their official income.

The trustees' commissions, as fixed by law, (Sec. 44, Public School Laws of Tennessee) are as follows:

For receiving all moneys received by him, 6 per cent. on all sums up to \$10,000; 4 per cent. on all sums above \$10,000, and up to \$20,000; and 2 per cent. on all sums above \$20,000.

The Acts of 1907, Chapter 602, provide further "that the trustee shall receive one per cent. of all the moneys collected from county officers and fees, and on the school fund received from the State or on money turned over to him by clerks of the Court and other collecting officers."

This provides for double commission to the trustee. He receives his 6 per cent., 4 per cent., or 2 per cent., according to the total amount received, for receiving the State taxes and paying the same over to the proper authorities. This is commission No. 1. When the State returns to him the county's share of the interest on the permanent school fund and of the 33 1-3 per cent. of the General Education Fund, he collects a commission of one per cent. on money on which he had before received a commission. This is commission No. 2.

It is the conviction of those who are disinterested and who know of the very important duties, constructive and administrative, they must discharge, that county superintendents should be paid much larger average salaries than they now receive. It is equally true that many trustees should receive smaller commissions for handling the school revenues than now authorized by law. This suggests to every free-thinking student of civic administration the conclusion that all officials, state, county, and municipal, should be paid fixed and graduated salaries, reasonable in every instance, but that fees and commissions going to office-holders instead of to the public should be abolished.

In the preparation of this paper I sent letters asking for infor-

mation relative to the use of school funds, to sixty Tennessee county superintendents. The following table prepared from data asked for by me, and received from 45 superintendents shows the lack of uniformity in the salaries paid trustees and superintendents.

The first column shows the total estimated yearly commissions received by trustees for the counties named; the second column the yearly salaries of county superintendents; and the third column the trustees' commissions from the school fund:

Counties.	Trustees' Total Commissions.	Superintendents' Salaries.	Trustees' School Commissions
Anderson	\$ 2,100	\$ 800	\$ 675
Benton	1,500	1,000	827
Bledsoe	1,500	450	547
Bradley	1,900	1,400	600
Campbell	4,000	1,350	1,400
Cannon	1,150	700	442
Carroll	2,250	1,150	905
Claiborne	1,825	700	760
Cocke	3,000	700	676
Cumberland	1,500	700	450
Davidson	25,000	2,750	6,260
Dyer	4,000	850	1,400
Gibson	6,000	1,350	2,505
Grainger	1,300	750	459
Greene	3,000	1,350	1,100
Hamblen	2,100	700	656
Hamilton	20,000	2,750	5,335
Hancock	700	500	400
Hardeman	3,000	950	900
Hawkins	2,600	850	718
Henderson	1,400	600	500
Henry	2,100	1,155	1,100
James	925	600	480
Jefferson	2,300	850	608
Johnson	900	750	600
Knox	15,000	2,750	4,650
Lincoln	4,000	1,000	1,200
Loudon	1,900	1,200	502
McMinn	2,475	850	712
Madison	3,500	1,550	1,300
Marshall	1,800	950	700
Meigs	860	700	450

Monroe....	2,100	700	650
Morgan	2,000	700	785
Obion	3,700	1,350	1,588
Putnam....	1,800	750	605
Rutherford....	3,400	1,475	1,300
Scott..	1,782	950	511
Sequatchie ..	735	230	361
Sevier	2,100	800	610
Shelby	33,381	2,750	7,698
Sullivan	3,000	700	800
Unicoi	1,500	350	600
Washington	3,200	700	950
Wilson	2,500	700	1,080
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Totals, 45 counties....	\$186,783	\$46,860	\$57,355
Averages, 45 counties..	4,150	1,041	1,274

Why should 45 county trustees be paid annual commissions averaging for each \$4,150 yearly, of which \$1,274 comes from the school funds, while the 45 superintendents in the same counties are paid an average salary of only \$1,041 each?

The school report for 1913-14, pages 102-104, will give the amounts of trustees' commissions, and superintendents' salaries for that year for every county in the State.

3. PROPER AUDITING OF SCHOOL ACCOUNTS. The public-school funds, received and disbursed each year, amount to about \$6,000,000. Of this large sum 96 county trustees keep a record of the receipts item by item, and the same 96 trustees and the county superintendents keep the records item by item of the expenditures. It is more than probable that many trustees are not expert bookkeepers, and it is also likely that not all county superintendents are graduate accountants. No successful person or corporation receiving and disbursing \$6,000,000 a year would trust to the accuracy and correctness of bookkeepers possessing only the average commercial training of those who collect and disburse the school funds. To keep in perfect balance the record of school-fund receipts and disbursements would require technical skill of a higher order than that possessed by many trustees and boards of education.

Recognizing the need of an examination of the records of the financial affairs of the several counties, including the school accounts, provision is made by county courts for auditing the books of county officials. Sometimes these auditing committees include in

their membership accountants of ability, and sometimes they do not. Sometimes the work of the auditing committee may be done thoroughly and accurately, sometimes it may be attended to in a most hurried and incompetent manner. Frequently the members of the auditing committee are bound by ties of friendship, kinship, or other obligations to the officials whose records they are appointed to audit.

That the work of the auditing committee is not always carefully attended to, or, if done at all, is done in a very careless way, is shown by some answers given by county superintendents to two questions recently submitted.

One question was, "Are your financial school reports ever audited?" Some of the answers were as follows: "Yes," "No," "No," "Every three months," "No," "Only by Board of Education," "By Court," "No," "No," "Never," "By County Judge," "No," "Annually," "Yes."

These representative answers show that the audits of the financial records of the superintendent and board of education, if made at all, in some cases at least are not very searching or impressive.

Another question asked was, "What audit is made of the school finances in the hands of the trustee?" Some of the answers given are as follows: "No special auditing—the County Judge and revenue committee go over his quarterly settlements;" "Superintendent knows what Trustee should have;" "County Judge;" "I haven't heard of any;" "Revenue commissions audit every quarter;" "None;" "By myself;" "None that I know of;" "Only by County Superintendent;" "Expert audit about every two years." While a majority of the superintendents answer that the trustees' accounts are audited by a "Revenue Committee," by a "Finance Committee," or by an "Auditing Committee" the answers given are conclusive that if exhaustive or searching audits are made of the school finances in the hands of the trustees and county superintendents, some of these, at least, have not been present or examined by those conducting the audit.

Thorough and frequent audits of the school accounts of trustees and boards of education, made without fear or favor and by competent accountants, would safeguard school funds, in both receipts and expenditures, and would probably save to their proper uses large sums each year. This saving would be effected through the detection of errors, the more exact observance of the requirements of law in the collection and disbursement of funds, and the more exact and correct financial administration of county and school authorities. Frequent and careful audits would be protective as well as corrective, and would be welcomed by all the financial agents in our school system.

The State Superintendent should be authorized to employ a financial clerk whose duty would be to audit the school accounts of trustees and boards of education, to prescribe as uniform a method of bookkeeping for all school funds as practicable, to see that all funds are properly credited, and that all expenditures were authorized by law. The State Superintendent through the financial clerk proposed should have access to all records of county officials who collect or disburse any part of the school funds.

An amendment to existing laws providing for the appointment of a financial clerk, or school auditor, with large authority, would save to the schools annually many thousands of dollars, and would be, beyond question, another important step toward a more economical use of public-school funds.

4. CONTRACTS FOR BUILDINGS, REPAIRS, EQUIPMENT, AND SUPPLIES. Under the provisions of our public-school laws all contracts for new buildings, repairs, equipment, and supplies of every kind needed for the schools are made or authorized by the county boards of education. Account is not taken here of the few counties not yet escaped from the old district-director system.

That there is wanting uniformity in the methods of entering into and executing such contracts is shown by the answers submitted by county superintendents to a series of questions relating to purchases by school officials. These questions and some of the answers given are as follows:

(a) "How are supplies for your schools,—brooms, coolers, cups, crayon, floor oil, fuel, etc.,—purchased?"

Answers: "Board committee," "By member of Board or teacher," "Board of Education," "By the Board and by retail," "From retail dealers," "By teachers, paid for by the board," "By the teachers," "By Board of Education through the County Superintendent," "Part by secretary of Board, part by the teachers," "By county superintendent," "By the people," "By the teachers and amount deducted from the school term," "The teachers furnish most of them," "By teachers, patrons, or improvement association," "By teachers usually," "Out of school funds," "For each school separately by principal or local commissioner," "Purchased at wholesale prices."

These answers show a wide range of plan, and a total lack of uniformity in awarding contracts. This want of system causes a wastage of large amounts of the school funds every year.

(b) "Does the Board of Education buy wholesale for the county and distribute as needed to the schools?"

Answers: "Yes, such as we buy," "Yes," "Crayon only," "No,"

"No," "No," "We contract with local dealers," "Yes," "For crayon and fuel," "Crayon and floor oil by wholesale—other supplies from local merchants," "To a small extent," "No," "Yes, crayon and erasers," "No, every teacher buys whatever is needed and I issue warrants for the amount," "No, but they should," "Partially so," "Yes," "Only a very few items," "No," "Yes," "Each teacher buys his own supplies."

The answers given show entire lack of uniformity in the manner of purchase and distribution of necessary school supplies.

(c) "Do teachers purchase for their schools on order of the Board of Education?"

Answers: "To a small extent," "Yes, small supplies," "Yes," "No, the order is given by the member from the teacher's district," "Some do," "No," "In some instances," "Yes," "No," "Yes," "No," "Yes," "Incidentals are so purchased," "No," "Yes, but must be approved by Advisory Board member," "No."

These answers further emphasize the want of uniformity and systematic method.

(d) "Do teachers furnish their own supplies?"

All who answer this question say "No," except as follows: "Yes, such as chalk, fuel, brooms, buckets, etc.,," "Nearly all their supplies," "Yes, and amount is deducted from school term," "Yes," "Yes," "Not all."

(e) "Are all contracts for school supplies made on competitive bids?"

Answers: "Most of them are, or equivalent," "All large contracts, recently," "For the most part," "Some are made on competitive bids," "Most large contracts," "Yes, except for small items," "Practically all contracts made on competitive bids," "Where large amounts are furnished," "Most of them," "I kindly believe they are, I won't be positive," "Not wholly," "When quality is equal," "Usually," "Part are," "No, not all." Of twenty-nine additional answers seventeen are "No" and twelve are "Yes."

(f) "Are all purchases of school furniture and equipment made on competitive bids?"

Answers: Of forty-four answers to this question twenty-three are "Yes" and twenty-one are "No."

(g) "Are all contracts for new buildings and repairs made on competitive bids?"

Some of the answers are as follows: "Some are, many are not," "Yes, for new buildings, not repairs," "Nearly all," "Yes, except where repairs are small," "For the most part," "Yes, where buildings are erected on the contract plan," "They are on new buildings, but not

on repairs." Of the remaining answers thirty are "Yes" and seven are "No."

The answers above quoted from county superintendents to the questions asked relative to the purchase of supplies, and to the awarding of contracts for equipment, furniture, buildings, and repairs, while representing methods in forty-five counties, may safely be taken as a correct index to the methods practiced throughout the State. That there is lack of uniformity and want of system is clearly shown, and lack of uniformity and want of system mean waste or loss of funds. When one plan of purchase prevails in one county and another elsewhere, one is the more economical, and the other should be abolished. When one code of contracting is observed in one county and another elsewhere, one of the two is the more wasteful and should be surrendered for the other. While there may be more than one good system observed, there can be only one best, and it should prevail.

That large sums of money may be saved or wasted in the expenditures referred to in the questions above given is shown by the total disbursements on account of these items for the year ending June 30, 1914. The funds so expended were as follows:

COUNTY ELEMENTARY SCHOOLS—

New buildings and sites	\$305,093.12
Furniture and fixtures	90,358.07
Charts, globes, and other apparatus.....	2,440.13
Fuel, lights, water, etc.	66,113.15
Repairs and insurance	60,812.46

Total for county elementary schools.....\$524,826.93

CITY HIGH SCHOOLS—

Janitors, fuel, lights, etc.	\$ 22,697.59
Grounds, buildings, and repairs	77,187.58
Furniture and fixtures	18,401.73

Total for county high schools.....\$118,286.90

CITY PUBLIC SCHOOLS—

New buildings and sites	\$174,566.00
Repairs and insurance	60,922.95
Furniture and fixtures	24,351.66
Charts, maps, globes, and other apparatus.....	15,578.53
Fuel, lights, water, etc.	40,687.01

Total for city public schools\$316,106.15

The grand total expenditures for all the schools, county elementary, county high, and city, for buildings, repairs, equipment, ap-

paratus, furniture, and supplies, purchased by school officials for the school year 1913-14 amounted to \$959,219.98.

In the expenditure of this large share of public-school funds there was no uniformity in method of contracting or plan of purchase. It is not doubted that under systematic regulation a considerable per cent. could be saved.

To the end that the funds under consideration may be more economically administered the following suggestions are offered:

All new buildings erected and all general repairs made should be under the supervision of a state school architect, and on contracts awarded on competitive bids. Minor and necessary repairs, to a limited amount, should be made by the Board of Education. The awarding of contracts for fuel, lights, and water should be made by the Board of Education, and wherever possible by wholesale and on competitive bids.

In the matter of purchasing school supplies,—brushes, brooms, coolers, cups, crayon, floor oil, etc.—also charts, globes, and other school apparatus, also all furniture, desks, tables, chairs, etc., two plans are proposed, the second promising the more satisfactory and economical administration of school funds.

1. Buying by Wholesale on Competitive Bids.—The first plan, which will cure many existing evils, is to make compulsory for every county the methods now observed in a few counties; i. e., that all staple supplies shall be purchased wholesale, and only on competitive bids. It is wasteful to permit the purchase of general and staple supplies by retail, and unjust to all parties to require teachers to furnish their own supplies, either with or without remuneration. Crayon that can be bought wholesale at about 8 1-3 cents a gross is sometimes sold by dealers at more than 100 per cent. profit, and the same is true of many other supplies. Desks sold on competitive bids often cost from 10 to 25 per cent. less than when competition is wanting. Not only will wholesale buying on a competitive basis reduce the cost but it will in nearly every instance improve the quality.

2. Buying and Distributing by School Supplies Commission.—The second plan, which in most particulars promises more satisfactory results than the one just outlined, would provide that all staple school supplies shall be purchased and distributed by a "School Supplies Commission," this commission to consist of the State Superintendent of Public Instruction as Chairman, the Chairman of the State Board of Education, and a School Supplies Clerk. The School Supplies Clerk, who would be appointed by the State Superintendent,

would serve as Executive Secretary of the School Supplies Commission.

The duties of this board would be to provide for the purchase at wholesale and on competitive bids of all staple school supplies and to arrange for the distribution of needed supplies to boards of education and county high-school boards. Requisitions for needed supplies would be made by boards of education on the School Supplies Commission, and this Commission would have the supplies ordered shipped to the board of education by the bidders holding contracts, and payment for same would be made direct to the bidders holding contracts by boards of education, and at the same time would improve the quality of the supplies used.

The best school desks at the lowest price in one county would likely possess the same desirable qualities in other counties, and the same is true of all other supplies.

Only a few years ago each school district purchased its own supplies. When county boards of education were created the change made possible a more economical use of school funds. The change proposed is another, and the final, step in the same direction.

It has not been many years since each teacher, at least each board of district directors, selected text-books for a single school. This, later, gave way to county adoptions, but the change to State adoption and uniformity gave to the schools cheaper, and in most instances, better books.

Until about a year ago the charitable institutions of the State had each its own purchasing agent, though each used many staple supplies common to all. It was a real reform when all came under one board of control.

Until a few months ago every department of the State government and every State institution contracted and paid for its own printing. Now all this is more economically administered by one managing board.

The public-school system is the biggest business enterprise of the State. Its affairs should be administered by school men and women, but in a business-like manner throughout. The State adoption of text-books was a step toward centralization and method efficiency. The change to county boards of education was another step toward centralization and administrative efficiency. The law providing for the State examination and certification of teachers was still another step toward centralization and teaching efficiency, and the provisions suggested for the planning and erection of school buildings under the direction of a school architect, the proper auditing of school accounts by a financial clerk, and the purchase of all school supplies by a central board, are still further and needed steps toward centralization and business efficiency.

ALUMNI ROLL

Name	Course	Year	Position	County
Acuff, Judd	Ac.	1914	Prin. New Market H. S.	Jefferson
Alexander, Lola S.	Ac.	1915	Asst. Lenoir City Sch.	Loudon
Allen, Martha	Ac.	1912	Prim. Tchr. Fall Branch H. S.	Washington
Allen, Mary N.	Ac.	1915	Not teaching.	
Armentrout, Clara B.	Nor.	1913	Prin. Prospect Rur. Sch.	Loudon
Armstrong, Grace A. D. S.-Ac.	1915		Tchr. Home Econ. Mc- Minn Co. H. S.	McMinn
Armstrong, S. Elizabeth	Ac.	1913		
	Nor.	1914	Not teaching.	
Arrants, Crate E. D. S.-Nor.	1914		Not teaching.	
Arrants, Hattie L.	Ac.	1913	Asst. Mary Hughes Inst.	Sullivan
Ayre, Henrietta	Ac.	1912		
	Nor.	1914	2d Asst. Bradley Co. H. S.	Bradley
Badgett, Juanita	Nor.	1912	Tchr. East Side Sch., Maryville	Blount
Baird, Mary W.	Ac.	1915	Tchr. 4th Gr., St. Elmo	Hamilton
Baldwin, James W.	Nor.	1914	Prin. Sulphur Sp. H. S.	Washington
Barton, Mary Alice	D. S.	1913	Tchr. Home Econ.	
			Claiborne Co. H. S.	Claiborne
Beals, Daisy M.	Ac.	1914	Prim. Tchr., Dexter,	
	Nor.	1915	New Mexico.	
Blair, Martha E.	D. S.	1913	Tchr. Home Econ.	
			Jellico Co. H. S.	Campbell
Blankenship, Ora T.	Nor.	1912	Tchr. 2d Gr. West Side Sch., Maryville	Blount
Boring, Grace H.	Ac.	1914	Tchr. 4th Gr. Martha Wilder Sch., Johnson City	Washington
Bowman, Ellen R.	Ac.	1915	Prim. Tchr., Dante (Va.) Gr. Sch.	
Bowman, Hazel G.	Ac.	1913	Student in E. T. S. N.	
Bramm, Hazel M.	Ac.	1914	Tchr. 3d Gr., Fairmount Sch., Bristol	Sullivan
Brown, Huldah H.	Nor.	1915	Tchr. 5th and 6th Gr., Madisonville	Monroe
Brown, J. Samuel	Ac.	1913	Prin. Whitesburg Gr.	
	Nor.	1915	Sch.	Hamblen

Brown, Nannie V.	Ac.	1914	Tchr. Mountain Dale Sch., Kittyton	Unicoi
Broyles, Cecil C.	Ac.	1913	Tchr. Pub. Sch.	Greene
Broyles, Fred C.	Ac.	1912		
Broyles, Vance L.	Nor.	1914	Prin. Parrottsville H. S.	Cocke
Bryan, Mamie L.	Nor.	1915	Prin. Linden Prep. Sch.	Perry
	Ac.	1914	Tchr. 7th and 8th Gr., Erwin	Unicoi
Bullen, Flora L.	Ac.	1914	Asst. Midway Sec. Sch.	Greene
Burleson, Gladys	Ac.	1914	Student in E. T. S. N.	
Byers, Etta	Ac.	1913	Tchr. 8th Gr. Avondale Sch., Chattanooga,	Hamilton
Campbell, Ida D.	Ac.	1912	Married	
Cannon, Reba R.	Ac.	1915	Tchr. 6th and 7th Gr. Stonewall Jackson Col., Abingdon, Va.	
Card, Mae Irene	D. S.	1914	Tchr. Dom. Sci., Sale	
	Nor.	1915	Creek	Hamilton
Carmichael, Willie	Ac.	1912		
	Nor.	1913	Not teaching	
Carty, Carolyn	D. S.	1913	Tchr. 5th "Gr., McCalla Sch., Knoxville	Knox
Chase, O. Dean	Nor.	1914	Supt. and Tchr. Math. and Sci., McIntire (Iowa) Pub. Sch.	
Childress, Berta	Ac.	1913	Tchr. 3d and 4th Gr., Erwin,	Unicoi
Clark, Wesley	Ac.	1915	Student Emory and Henry Col.	
Clark, Joseph J.	Ac.	1914	Student in E. T. S. N.	
Colvin, Rowena	Ac.	1913	Married	
Condry, Eugene	Ac.	1913	El. Tchr., Idol	Grainger
Condry, Haley May	Ac.	1915	Tchr. 4th and 5th Gr., Fall Branch H. S.	Washington
Condry, Wm. Macy	Nor.	1912	Supt. Grainger Co. Sch.	Grainger
Conner, Annette J.	D. S.	1912	Married	
Converse, Flavia	Nor.	1912	Not teaching	
Cook, Lottie B.	Ac.	1914	Tchr. 4th Gr., Staub	
	Nor.	1915	Sch., Knoxville	Knox
Cooper, F. Louise	Ac.	1912		
	D. S.	1913	Married	
Cooper, Irma E.	Ac.	1915	Student E. T. S. N.	

Cox, Elberta	Nor.	1915	Tchr. Cranberry (N. C.) Gr. Sch.	
Cox, E. Maude	Nor.	1912	Asst. Wesleyan Academy, Chuckey	Greene
Crosby, Effie L.	D. S.	1913	Married	
Cross, Faith	Ac.	1914	Tchr. 2d and 3d Gr. Elk Valley H. S.	Campbell
Cross, Ovia	Ac.	1915	Tchr. 5, 6, 7th Gr., On-eida H. S.	Scott
Crouch, M. Margaret	Ac.	1915	Subst. Tchr. Cedar Hill Gram. Sch.	Hamilton
Curtis, Laura	Ac.	1913	Prin. El. Sch., Madisonville	Monroe
Daniel, Edna F.	Nor.	1915	Not teaching	
Davis, Lillie S.	Ac.	1914	Tchr. New Market H. S.	Jefferson
Davis, Mary Moore	D. S.	1913	Dean Stonewall Jackson Col. (Va.)	
Davis, Retta	Ac.	1915	Prim. Tchr. Elk Valley Sch.	Campbell
DeLozier, Ortelle	Ac.	1915	Asst. Newport Rur. El. Sch.	Cocke
Desler, Nellie B.	Ac.	1915	Prim. Tchr., Polk Co. H. S.	Polk
DuBois, Lois	Ac.	1915	Tchr. 1st to 8th Gr., Alexander School, Newport	Cocke
Duff, Sam A.	Nor.	1914	Prin. Young H. S., So. Knoxville	Knox
Edwards, Mae J.	Ac.	1915	Tchr. 1 to 5th Gr. Glendale El. Rur. Sch.	Hawkins
Embrey, Lucy A.	Ac.	1915	Asst. Fairview Rur. Gr. Sch.	Hamblen
Ferguson, Ada E.	Ac.	1912	Tchr. 1st to 7th Gr., Burton Sch., Sweetwater	Monroe
Ferguson, Shelbourne	Nor.	1913	Student in Univ. Tenn.	
Fields, Elsie M.	Ac.	1914	Student in E. T. S. N.	
Fowler, Mary Lou	Nor.	1914	2d Asst. Loudon H. S.	Loudon
Frazier, Ben W.	Ac.	1914	Prin. Cottage Grove H.	
	Nor.	1915	and Gr. Sch.	Henry

Frow, Carrie Lee	Ac.	1915	Tchr.	Peabody Sch., Knoxville	Knox
Fuller, Grace	Ac.	1913	7th Gr. and Dom. Sci. Tchr., Lenoir City		Loudon
Fulton, Ada Claire	D. S.-Ac.	1915	Tchr. Dom. Art, John- son City H. S.		Washington
Gaut, Lilah R.	Ac.	1913	Tchr. Dom. Sci., War- rensburg H. S.		Greene
	D. S.-Nor.	1914			
Gillie, Juanita F.	Ac.	1915	Tchr. 3d and 4th Gr., Lenoir City		Loudon
Gilmer, Katherine C.	Nor.	1912	Tchr. 4th Gr., West Side Sch., Johnson City		Washington
Goins, Jesse Lee	Ac.	1915	Tchr. Rur. El. Sch.		Campbell
Goodner, Lennie L.	Ac.	1914	Prin. Taylor Consol. Sch., Cleveland		Bradley
Goodson, Meta	Nor.	1915	Student in Teachers' College, New York.		
Gosnold, Kate	Ac.	1915	Tchr. 4th Gr., Greene- ville Graded Sch.		Greene
Gross, Ben H.	Ac.	1915	Prin. Gram. Sch., Birch- wood		James
Gross, Bertha V.	Ac.	1915	1st-7th Gr., Boy's Sch., Bluff City		Sullivan
Hale, Banness Lee	Ac.	1914	Prin. and Tchr. 7th to 10th Gr., Indian Springs H. S.		Sullivan
Hale, Lucile D.	Nor.	1913	Asst. Graded Rur. Sch., West Nashville		Davidson
Hall, Wilmeth G.	Ac.	1913	Sec. Asst. Zollicoffer Inst., Gr. and H. S.		Sullivan
Hannah, Marie A.	Ac.-D. S.	1914	Married		
Harper, Maude	Ac.	1914	Tchr. 1st Gr. Karns H. S.		Knox
Harrison, Ben E.	Ac.	1914	Student in E. T. S. N.		
Harrison, Mabel	Nor.	1912	1st Asst. Hancock Co. H. S.		Hancock
Hartsell, Fannie	Ac.	1915	Asst. Waterloo El. Sch., Johnson City, R. D.		Washington
Hartsell, Nora B.	Nor.	1912	Prin. Cherokee Semi- nary, Johnson City, R. D.		Washington

Hatcher, Jennie E.	Nor.	1912	Tchr. Eng. and Lat., Cleveland H. S.	Bradley
Hatcher, Lucy L.	Nor.	1912	Tchr. Math., Johnson City H. S.	Washington
Hawk, Mazie M.	Ac.	1913	Married	
Hawley, Samuel P.	Ac.	1913	Prin. Bethesda School, Jearoldstown	Greene
Hawthorne, Ruth	Ac.	1912	Graduate Nurse	
Hays, Ethel May	Ac.	1913	Tchr. 3d Gr., Morris- town City Sch.	Hamblen
Hazelwood, Dove	Nor.	1914	Asst. Tchr. in Gr. Sch.	Johnson
Henderson, Mary S.	Ac.	1915	Tchr. 3d and 4th Gr., Loudon Consol. and H. S.	Loudon
Hickam, Ellis K.	Nor.	1915	Prin. Spring City H. S.	Rhea
Holdway, Cora Lee	Ac.	1914	Asst. Warrensburg H. S.	Greene
Hornsby, Ada Lou	D. S.	1913	Instr. in Dom. Sci., E. T. S. N.	
Houtz, Inda	Nor.	1913	Not teaching	
Howard, Imogene	Nor.	1913	Prin. Gram. Sch., Tell- co Plains	Monroe
Howard, Nelle	Ac.	1914	Prim. Tchr., Walland	
	Nor.	1915	Gr. Sch.	Blount
Hughes, Ruby E.	Ac.	1913	Not teaching	
Hunt, Georgia A.	Ac.	1913	Student in E. T. S. N.	
Hunt, Hattie M.	Ac. D S.	1914	Tchr. Dom. Sci., Ath- ens Sch., Univ. of Chattanooga	
Hunt, Lena B.	Ac.	1915	Tchr. Church Hill H. S.	McMinn
Hunter, Carrie E.	Ac.	1914	Tchr. 4th and 5th Gr., Jacksboro H. S.	Hawkins
Hurst, Nannie B.	Ac.	1915	Asst. in Gr. Sch., Rus- sellville	Campbell
Ireson, H. Blanche	Ac.	1914	Student East Radford (Va.) Normal	Hamblen
Jeffers, M. Tennyson	Ac.	1913	Tchr. Sexton El. Sch.,	
	Nor.	1914	Oneida	Scott
Johnson, Jessie J.	Nor.	1913	Prin. Gr. Sch. with H. S. subjects, Rut- ledge	Grainger

Johnson, Myrtle L.	Ac.	1912	Prin. Grammar Gr., Mooresburg	Hamblen
Jones, E. Nelson	Nor.	1912	Prin. Fall Branch H. S.	Washington
Jones, John Eva	Ac.	1912	Tchr. City Sch., Louis-	
	Nor.	1913	ville, Ky.	
Jones, M. Elizabeth	D. S.	1913	Tchr. Dom. Sci., Harold McCormick School, Elizabethton	Carter
Kemmer, Robt. W.	Ac.	1915	Prin. Montague El. Sch., Graysville	Rhea
Keys, Lyda E.	Ac.	1915	Tchr. 2d and 3d Gr., Harriman H. S.	Roane
Killian, Willie L.	Ac.	1915	1st Gr. Tchr., East Lake	Hamilton
King, E. Claude	Ac.	1915	Student in E. T. S. N.	
King, Lula Mae	Ac.	1912	Married	
Kitchen, Bertha M.	Ac.	1914	Married	
Kreis, Edith M.	Ac.	1915	Tchr. Dom. Sci., Mor- gan Co. H. S.	Morgan
Lane, Pearl M.	Ac.	1913	2d Gr. Tchr., Rockwood Gr. Sch.	Roane
Larimer, Velma	Ac.	1915	Student in E. T. S. N.	
Latture, Verna	Ac.	1914	Tchr. in Bristol City Schools	
Lee, Lucy R.	Ac.	1915	3d Asst. Zollicoffer Inst., Bluff City	Sullivan
Leeper, Nan	D. S.	1913	Supervisor Dom. Art., Gram. Sch., Chatta- nooga	Sullivan
Leonard, Myrtle B.	Ac.	1913	Tchr. Rur. El. Sch., Jonesboro, R. D.	Hamilton
Little, A. Fonda	Ac.	1914	Tchr. 4th and 5th Gr., High Springs, Fla.	Washington
Livesay, Alfred T.	Ac.	1915	Prin. Sneedville H. S.	Hancock
Livingstone, David N.	Nor.	1915	Prin. Warrensburg H. S.	Greene
Long, Elsie A.	Ac.	1912	Prim. Tchr., Bristol Gr. Sch.	
Loy, Harvey G.	Nor.	1914	Prin. Suburban Gr. Sch., Fountain City	Sullivan
Lundy, Kate T.	Nor.	1913	Tchr. Church Hill H. S.	Knox
Lyle, Wm. Edgar	Ac.	1914	Instructor in Agri. and	Hawkins
	M. T.-Agr.		Man. Tr., Wash- ington College	
	Nor.	1915		Washington

Lyon, Viola M.	Ac.	1914	Prin. Fairview Sch., Rogersville	Hawkins
McAmis, James C.	Ac.	1913		
M. T.-Agr.-Nor.		1914	1st Asst. Copperhill H. S.	Polk
McInturff, Elizabeth	Ac.	1915	Tchr. 1st Gr., Greene- ville City Sch.	Greene
McReynolds, Constance	Ac.	1915	Not teaching	
McSpadden, Katherine	Ac.	1913	Prim. Tchr., Erwin Gr. Sch.	Unicoi
Marks, Beulah L.	Ac.	1913	Asst. Gram. Sch., De- Nor. 1914 catur, Ga.	
Miller, Rosa B.	Ac.	1912	Asst. Gr. Sch., Inkom,	
	Nor.	1913	Idaho	
Million, Clara M.	Ac.	1912	Tchr. of Eng. Sequatchie	
	Nor.	1913	Co. H. S.	Sequatchie
Mitchell, Roy O.	Ac.	1915	Prin. Ottway Rur. El. Sch.	Greene
Moore, Vicie A.	Ac.	1914	Prim. Tchr., Salina, Okla.	
Morison, Wilbur C.	Ac.	1913		
	Nor.	1914	Prin. St. Clair Academy	Hawkins
Mullins, Roy A.	Ac.	1914	Prin. Corntassell Gram. Sch., Madisonville	Monroe
Murrell, Wm. S.	Ac.	1913	Prin. Manley Mem. Sec.	
	Nor.	1914	Sch., Morristown	Hamblen
Mynatt, Madge M.	D. S.	1914	Married	
Nance, Flora J.	Ac.	1914	Prim. Tchr., Graceville, Fla.	
Neal, Alma B.	Ac.	1915	Asst. Rural El. Sch., Straw Plains	Knox
Neal, Flora E.	Ac.	1915	Asst. Rur. El. Sch., Straw Plains	Knox
Needham, Gertrude	Nor.	1914	Tchr. in El. Sch., Cres- ton	Cumberland
Nenney, Adelia	Ac.	1913	Prin. Sec. Sch., Whites- burg	Hamblen
Northington, Rose Mae	Ac.	1913	Prin. Highland Rur. Gr. Sch., Polo, Ill.	
Odell, Alma I.	Ac.	1913	El. Tchr., Va.	
Ogden, Ethel M.	Ac.-D. S.	1914	Tchr. Hist. and Alge- bra, Karns H. S.	Knox

Overman, Mary V.	Ac.	1915	Prim. tchr., Marble Hill Sch., Knoxville	Knox
Owen, Katherine	Nor.	1915	Tchr. of Eng. Jefferson Co. H. S., Miss.	
Paine, Myrtle E.	Ac.	1913		
	D. S.	1914	Prim. Tchr. Murphy Col.	Sevier
Pardue, Alta E.	Ac.	1913	Tchr. Dom. Sci., Monroe	
	D. S.-Nor.	1914	Co. H. S.	Monroe
Pardue, Lena F.	Ac.	1913	Student in Maryville	
	D. S.	1914	College	
Patrick, Henry C.	Ac.	1914	Prin. Rur. El., Maynard-	
			ville	Union
Payne, Olah D.	Ac.	1912	Married	
Payne, Una V.	Ac.	1914	Asst. Louisville Gr. Sch.	Blount
Pearce, Mabel Donna	Ac.	1915	Tchr. Hampton Gr. Sch.,	Carter
Penland, Eveline	Ac.	1915	Student in E. T. S. N.	
Peters, Ossie B.	Ac.	1912	Married	
Petty, Lida M.	Ac.	1912	Prin. Gr. Sch., Moores-	
			burg	Hamblen
Phipps, Frances M.	Nor.	1915	Tchr. Lat. and Dom. Arts, Rogersville H. S.	Hawkins
Pierce, M. Callie	Ac.	1915	Tchr. Rur. Sch.	Loudon
Price, Lucy E.	Nor.	1914	Asst. in Keenburg Sch.	Carter
Range, Cleveland J.	Ac.	1915	Tchr. Man. Tr., Cop-	
	Agr.-M. T.	1915	perhill H. S.	Polk
Reeves, Elizabeth	Nor.	1914	Married	
Remine, Susie	Ac.	1915	Tchr. 4th and 5th Gr., Carter H. S.	
Ridenour, John C.	Nor.	1915	Supt. and Prin. Athens Gram. Sch.	McMinn
Rightsell, Audie	Ac.	1914	Community worker and tchr., Flag Pond	Unicoi
Ritchie, J. Ruble	Ac.	1912	Prin. Roan Mountain	
	Nor.	1913	H. S.	Carter
Roberts, Alice	Ac.	1912	Tchr. 1st, 2d, and 3d Gr., Corryton	
Robinson, Mary G.	Ac.	1913	Prim. Tchr., Marshall	Knox
	Nor.	1914	H. S. (N. C.)	
Rowland, Anne	Ac.	1915	Not teaching	
Ruble, Mary Rowe	Ac.	1913	4th Gr. tchr., Newport H. S.	Cocke

Ruble, Nannie E.	Ac.	1914	Prin. Sevier's School, Jonesboro	Washington
Rucker, Wm. B.	Nor.	1912	Prin. Copperhill H. S., and Co. Supt.	Polk
Rule, Geneva	Ac.-D. S.	1914	1st, 2d and 3d Gr. tchr., Boyd's Creek	Knox
Runyan, Anson W.	Nor.	1912	Prin. Westbourne H. S.	Campbell
Runyan, Onslow G.	Ac.	1915	Tchr. Rur. Sch.	Union
Rutledge, M. Eliza	Ac.	1915	Student in E. T. S. N.	
Rutledge, S. Grace	Ac.	1915	Student in E. T. S. N.	
Sanders, Clarice	Ac.	1914	Prim. Tchr. Sam Long Sch., Persia	Hawkins
Schultz, Earl K.	Ac.	1915	Prin. Flint Springs Sch., Cleveland	Bradley
Schultz, Stella	Ac.	1915	Tchr. El. Sch., Rut- ledge	Grainger
Scott, Zella M.	Ac.	1915	Asst. Rur. Gr. Sch.	Sullivan
Senasbaugh, Inez	Ac.	1913	Prin. Alum Well Acad- emy	Hawkins
Sharp, Betty L.	Ac.	1915	Tchr. Dom. Sci. and Arts, Asbury (Ky.) College	
Shelton, Mattie Avis	Ac.	1912	Tchr. 2d Gr., Jefferson St. Sch., Chatta- nooga,	Hamilton
Sherrod, Adam E.	Nor.	1914	Supt. Elizabethton Schools	Carter
Shippe, Nina A.	Ac.	1914	Student in Univ. of Tenn.	
Simmons, Leslie L.	Ac.-M. T.	1914	Asst. Prin. of Tellico Plains H. S.	Monroe
Simon, Loris	Nor.	1913.	Tchr., 5th Gr., Meridian, Miss.	
Sitton, Florence	Nor.	1913	Tchr. 3d Gr. Martha Wilder Sch.	Washington
Sitton, Lucy	Nor.	1912	Tchr. 4th Gr. Columbus Powell Sch.	Washington
Sizer, Delila G.	Ac.	1914	1st and 2d Gr. tchr., Chestnut Hill Sch.	Jefferson
Skaggs, Elizabeth	Nor.	1914	Sci. Tchr. Park City H. S.	Knox
Skaggs, Vera E.	Ac.	1912	Tchr. 3d Gr. Deaf and Dumb Sch., Knoxville	Knox

Slaughter, Donna D.	Ac.	1915	Prin. Dunlap Sch., Fordtown	Sullivan
Slaughter, Nannie K.	D. S.	1914	Tchr. Rur. Sch.	Sullivan
Smith, Bernice L.	Ac.	1913	Married	
Smith, Beulah Lee	Nor.	1912	Married	
Smith, Ida Margaret	Nor.	1912	Married	
Smith, Wm. J.	Nor.	1914	Student in Univ. of Tenn.	
Snoddy, Elizabeth	Ac.	1914	Prin. Panther Springs Rur. Sch., Morris- town	Hamblen
Sparks, Carrie Lee	Ac.	1914	Student in E. T. S. N.	
Speer, Ernest D.	Ac.	1914	Prin. Asbury Rur. El. Sch.	Knox
Stanton, Mara E.	Ac.	1913	Prin. Wills Consol. Sch., Mountain City	Johnson
Starnes, Emma L.	Ac.	1915	Tchr. 1st Gr. and Dom. Sci., Mooresburg H. S.	
Steele, Lillian I.	Ac.	1914	Prin. Lun Spring El. Sch., Eidson	Hawkins
Stephens, Anderson	Ac.	1914	Not teaching	
Stephens, Inez S.	Ac.	1915	Tchr. Thompson El. Sch., Morristown	Hamblen
Story, Inez B.	Ac.	1914	Tchr. 2d Gr., Avondale Sch., Chattanooga	Hamilton
Stott, Lelia W.	Ac.	1915	East Side Sch., Chatta- nooga	Hamilton
Strain, Mattie	Ac.	1912	Tchr. 4th Gr. West Side Sch., Johnson City	Washington
Stuart, Edna H.	Nor.	1913		
Taylor, Melvia L.	Ac.	1915	Tchr. 1st six grades, Cave Sch., Newport	Cocke
Templin, Gladys	Ac.	1915	Asst. Spring Vale Sch., Morristown	Hamblen
Thomas, Henry H.	Agr.	1914	Tchr. Sci. and Agr., Sulphur Springs H. S.	
Thompson, Samuel H.	Ac.	1913	Student in E. T. S. N.	Washington
Tomlinson, Maude	Ac.-D. S.	1914	Tchr. Dom. Sci., Sul- phur Springs H. S.	Washington
Trimby, Mary Jane	Ac.	1912	Not teaching	

Varner, Albert C.	Ac. 1914	Prin. Central Grove Gr.	
	Nor. 1915	Sch., Hixson	Hamilton
Wagner, Lou Venie	Ac. 1915	Tchr. 1st seven gr. Rur. El., Mountain City	Johnson
Wagner, Sarah	Ac. 1915	Tchr. 2d Gr., East Lake	Hamilton
Walker, Ethel W.	Nor. 1914	Tchr. Eng., Soddy Gram. Sch.	Hamilton
Walker, Robert L.	Ac. 1913	Tchr. Physics and Man.	
	Agr.-Nor. 1914	Tr., Gibbs H. S.	Knox
Waller, Wayne	Ac. 1915	Tchr. first five gr., Sha- dy Grove School	Roane
Walter, Bertha	Ac. 1914	Prin. Providence Sec. Sch., Loudon	Loudon
Ward, Amy F.	D. S. 1912	Married	
Watkins, Carrie M.	Nor. 1915	Not teaching	
Watson, Austin C.	Ac. 1914	Prin. Notchey Creek Rur. Sch.	Monroe
Watt, Lida B.	D. S. 1913		
Weaver, Bess W.	Ac. 1915	Tchr. intermediate work, Sand Hill H. S. (Ac- ton, N. C.)	
Whaley, Otis	Ac. 1913	Student in E. T. S. N.	
White, Anna Laura	Ac. 1913	Tchr. Rur. Sch., Polo, Ill.	
White, Georgia M.	Nor. 1915	Tchr. Rur. El. Sch.,	Carter
White, Byrl	Nor. 1914	Tchr. Rur. Sch., Milli- gan Col.	Carter
Williams, Wm. I.	Nor. 1912	Tchr. History, Johnson City H. S.	Washington
Williamson, Ruth E.	Ac. 1913	Not teaching	
Wilson, Maurice C.	Agr.-	Student in E. T. S. N.	
	M. T.-Nor. 1915		
Witt, Eula A.	Ac. 1915	Prin. Squeeze Tight Rur. Sch., Russellville	Hamblen
Wolfe, Hallie A.	Ac. 1914	Tchr. 3d Gr., West Side Sch., Johnson City	Washington
Wood, Trula J.	Nor. 1914	Married	
Woodruff, Margaret	Ac. 1912	Tchr. 4th Gr., Columbus	
	Nor. 1913	Powell Sch., John- son City	
Zirkle, Nellie M.	Ac. 1912	Married	Washington

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1915/16

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No. 1.

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BULLETIN

East Tennessee State Normal School

A State School for the Education and
Training of Teachers



Catalog for 1915-16
Announcements for 1916-17



Published by Authority of the
STATE BOARD OF EDUCATION
July, 1916

CALENDAR FOR 1916-1917**FALL TERM**

September 19, Tuesday....Registration and Classification of Students
September 19, Tuesday.....Observation and Practice School Opens
September 20, Wednesday.....Class Work Begins
December 23, Saturday.....Fall Term Ends

WINTER TERM

January 2, Tuesday...Registration and Classification of New Students
January 3, Wednesday.....Class Work Begins
March 10, Saturday.....Winter Term Ends

SPRING TERM

March 13, Tuesday..Registration and Classification of New Students
March 14, Wednesday.....Class Work Begins
May 30, Wednesday.....Spring Term Ends

SUMMER TERM

June 5, Tuesday....Registration and Classification of New Students
June 6, Wednesday.....Class Work Begins
July 14, Saturday.....Summer Term Ends

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FACULTY AND OFFICERS 1916-1917

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SIDNEY GORDON GILBREATH

President. Head of the Department of Education

B.S., Hiwassee College, 1890; Superintendent of Schools, Monroe County, 1891-5; State Superintendent Public Instruction, 1895-7; President Hiwassee College, 1897-9; Member State Board of Education, 1895-9; Professor in Peabody College for Teachers, 1899-1903; Superintendent City Public Schools, Chattanooga, 1903-10; President State Teachers' Association, 1898; President Public School Officers' Association, 1910; President Southern Conference for Education and Industry, 1916-7; present position since 1910.

CHARLES HODGE MATHES

Dean. Professor of English Language

B.A., Washington College, 1897; M.A., Maryville College, 1904; Graduate student, University of Wooster, 1898-9; Harvard University Summer School, 1906; Professor of Greek and English, Washington College, 1899-1903; Professor of Greek, Maryville College, 1903-11; President Tennessee Philological Association, 1912; Secretary East Tennessee Educational Association, 1911-15; present position since 1911.

EDWIN WEXLER KENNEDY

Professor of History

B.A., University of Tennessee, 1880; Ph.D., Johns Hopkins University, 1897; Teacher at Bell House, Knoxville City Schools, 1880-1; Teacher in the Goldsboro (N. C.) Graded and High Schools, 1881-2; Superintendent Durham (N. C.) Graded and High Schools, 1882-94; Instructor in History in Woman's College at Baltimore, 1894-7; Superintendent Union City Schools, 1897-9; successively Associate Professor of Latin, Professor of Economics, and Professor of History and Economics in Peabody College for Teachers, 1899-1911; present position since 1911.

DAVID RILEY HAWORTH

Professor of Rural Supervision

B.A., Maryville College, 1893; M.A., Maryville College, 1896; Principal North Branch (Kan.) Academy, 1896-8; Principal Maryville Normal School, 1898-1901; President Nebraska Central College, 1901-3; Field Agent Huron (S. Dak.) College, 1903-4; Principal Cheveretteville (La.) High School, 1904-6; Superintendent City Schools, Jonesboro, 1906-8; Superintendent City Schools, Morristown, 1908-11; present position since 1911.

WILLIAM JACOB SOWDER*Professor of Agriculture*

Life Certificate Texas State Normal School, 1892; Licentiate Peabody College for Teachers, 1896; B.S., University of Nashville, 1907; Graduate student, University of Chicago, 1900; B.A., University of Nashville, 1903; M.S.A., Cornell University, 1908; Principal Public Schools in Texas, 1886-94; Principal Wichita Falls (Texas) High School, 1897-1900; Instructor in Denton (Texas) State Normal School, 1900-1; Instructor in Texas Agricultural and Mechanical College, 1901-2; Instructor in College of Industrial Arts (Texas), 1903-7; Associate in Horticulture, Maryland Agricultural College, 1909; Teacher of Agriculture, Arkansas State Normal School, 1909-11; present position since 1911.

DAVID SINCLAIR BURLESON*Professor of English Literature*

B.A., Milligan College, 1891; M.A., Milligan College, 1898; B.A. Certificate in Latin and Greek, University of Virginia, 1897; M. A. Certificate in Latin and Greek, University of Virginia, 1898; Student Harvard University, summers 1901 and 1902; Graduate student, University of Chicago, 1911; Principal Preparatory Department, Milligan College, 1891-3; Professor of Mathematics, Tazewell (Va.) College, 1893; Principal Newcastle (Va.) Institute, 1893-4; Principal Language Department, Florence (Ala.) State Normal College, 1898-1911; Secretary East Tennessee Educational Association, 1916-7; present position since 1911.

WALTER CLEMENT WILSON*Professor of Mechanic Arts*

B.E., National Normal University, 1893; Certificate Ohio State Teachers' College, 1897; Diploma in Manual Training, Miami University, 1909; Superintendent City Schools, West Carrollton (O.), 1893-1904; Associate Principal Normal Department, Antioch (O.) College, 1904-9; Critic Teacher of Manual Training, Ohio State Normal College, 1909-10; Instructor in Manual Training, Ohio State Normal College, 1910-11; present position since 1911.

FREDERICK WILLIAM ALEXANDER*Professor of Psychology and Education*

B.A., Tusculum College, 1892; M.A., Tusculum College, 1895; B.S.D., Kirksville (Mo.) State Normal School, 1896; Graduate student, Harvard University, 1899-1900; Teacher Limestone Graded School, 1892-3; Teacher Sweetwater Military College, 1893-5; Principal Moberly (Mo.) High School, 1897-9; Professor of Philosophy and Education, Washington and Tusculum College, 1900-11; present position since 1911.

DELLE DULANEY SMITH*Instructor in Chemistry and Biology*

Graduate Bristol High School, 1899; B.S., University of Tennessee, 1903; Student Summer School of the South, 1903; Teacher in Masonic Institute, Mountain City, 1903-4; Teacher of Chemistry and Physics, Southern College for Women (Ga.), 1904-6; Teacher of Chemistry and Physics, Oregon State Normal School, 1906-8; Teacher of Science, Galloway (Ark.) College, 1909-10; Teacher of Science, Sweetwater College for Women, 1910-11; Graduate Student, Columbia University, summer 1913; present position since 1911.

WILLIAM LAFAYETTE PRINCE*Instructor in Writing and Bookkeeping*

Graduate Holladay College, 1894; Graduate Draughon's Business College, 1903; Graduate Gem City Business College, 1904; Teacher Bookkeeping and Shorthand, Iowa Wesleyan University, 1903-4; Business Course, Southern Normal University, 1905-7; Commercial Branches, Carson and Newman College, 1907-8; Hill's Business College, 1908-9; Dickson College, 1909-10; Principal Commercial Department, Piedmont Business College, 1910-11; present position since 1911.

ELIZABETH EVANS SLOCUMB*Instructor in Drawing*

Diploma Woman's Art School, New York, 1905; Diploma Teachers' College, Columbia University, 1911; Supervisor of Drawing in Raleigh (N. C.) Schools, 1905-10; Student in Columbia University, summers 1912-13; present position since 1911.

NELLIE COOPER*Instructor in Primary Methods and Critic Teacher, Observation School*

Student Summer School of the South, 1902-9; Diploma Teachers College, Columbia University, 1911; Teacher Third-Fifth Grades, 1902-4; First-Third Grades, 1904-5; First Grade, 1905-10; present position since 1911.

CHRISTIAN EDLY ROGERS*Professor of Mathematics*

L.I., Peabody College, 1902; B.A., University of Chattanooga, 1905; LL.B., Chattanooga School of Law, 1907; M.A., Columbia University, 1915; Diploma in Mathematics, Teachers College, 1915; Special student of Mathematics, Summer School of the South, 1907-8-9; Teacher of Mathematics, Central High School, Chattanooga, 1907-11; present position since 1911.

INA YOAKLEY*Instructor in Physics and Geography*

B.S., Milligan College, 1895; B.S., Teachers College, Columbia University, 1910; M.A., Columbia University, 1912; Special student, Columbia University, 1912-13; Teacher in Public Schools, Washington County, 1896-9; Teacher in High School, Fall Branch, 1899-1901; Teacher in Public Schools, Johnson City, 1901-5; Teacher of Science, High School, Johnson City, 1905-9; Teacher of Biology, High School, Jersey City (N. J.), 1910-11; Graduate student, Chicago University, summer 1913; present position since 1912.

ADA LOU HORNSBY*Instructor in Domestic Science*

Graduate Meigs County High School, 1902; M.E.L., Centenary College, 1905; Teacher in Meigs County High School, 1907-9; Student Summer School of the South, 1908; Graduate in Domestic Science Course, East Tennessee State Normal School, 1912; Special student, Teachers College, Columbia University, summers 1914-15; present position since 1912.

NETTIE B. ARMSTRONG*Instructor in Domestic Arts*

B.A., Rogersville Synodical College, 1906; Student University of Tennessee, 1908-9 and 1910-12; Graduate in Domestic Science Course, University of Tennessee, 1912; Student Summer School of the South, 1907 and 1909; Graduate student, Teachers College, Columbia University, 1913; Teacher in Public Schools, Hawkins County, 1907-8 and 1909-10; Teacher in Jackson High School, 1912-13; present position since 1913.

WILLIAM TURNEY FOX*Instructor in Mathematics*

A.B., Carson and Newman College, 1913; M.A., Carson and Newman College, 1915; Principal Edwina High School, 1913-14; Graduate student, Teachers College, Columbia University, summer 1914; Graduate student, Chicago University, 1915; present position since 1914.

MAX SCHOEN*Instructor in Public School Music and German*

B.A., College of the City of New York, 1911; Graduate student, Teachers College, Columbia University, 1910, and summers 1911, 1913; Private student of Violin, Piano, and Voice; Assistant Conductor Educational Theater Orchestra, 1904-8; Teacher of Music and German, Florida Military Academy, 1911-12; Teacher of Modern Languages, Chattanooga High School, 1912-14; present position since 1914.

LETCHER P. GABBARD*Professor of Biology and Applied Science*

Student in Berea College, 1909-10, 1910-11; B.S.A., University of Tennessee, 1915; Assistant Dean Foundation School, Berea College, 1911-12; Assistant Department of Zoology, University of Tennessee, 1914-15; present position since 1915.

LILLIE PAINTER*Principal and Critic Teacher, Observation School*

Graduate Johnson City High School, 1899; L.I., Peabody College for Teachers, 1901; Teacher in Johnson City Public Schools, 1901-6; Teacher in Ennis (Texas) Public Schools, 1906-7; Teacher in Johnson City Public Schools, 1906-11; Teacher in Johnson City High School, 1911; Critic teacher, 1912-15; present position since 1915.

MURAT ROBERTS*Professor of Foreign Languages*

Graduate Asheville (N.C.) High School, 1909; A.B., University of Tennessee, 1915; Instructor in Latin, Summer School of the South, 1915; Professor of Modern Languages, Lincoln Memorial University, 1915-16; present position since 1916.

BESS PAINTER*Critic Teacher, Observation School*

Graduate Johnson City High School, 1901; L.I., Peabody College for Teachers, 1903; Student Summer School of the South, 1909; Student in Chautauqua (N. Y.), summer, 1910; Teacher in Bristol public schools, 1904-5; Teacher in Johnson City public schools, 1905-15; Critic teacher, Observation and Practice School, 1915-16; present position since 1916.

ELIZABETH BAILEY*Critic Teacher, Observation School*

L.I., Peabody College for Teachers, 1907; Special student in Primary Education, Peabody College, 1915; Teacher in public schools, Montgomery County, 1907-8; Teacher second and third grades, public schools Terrebonne Parish (La.), 1908-10; Teacher second and third grades, Texas public schools, 1910-12; Teacher first grade, public schools St. Landry Parish (La.), 1912-13; present position since 1915.

ARDA NITA MARTIN*Instructor in Physical Training and Playground Methods*

Graduate Pioneer (Ohio) High School, 1911; Student summer school Tri-State College, 1912; Graduate Normal School of Physical Education, Battle Creek, 1915; Diploma Southern Normal College, 1915; Instructor in Normal School of Physical Education, 1914; Instructor in Southern Normal College, Hot Springs (N. C.), 1915; Women's physical director, Maryville College, 1915; present position since 1916.

FRANCES IONE MATHES*Instructor in Piano and Harmony*

Washington College, 1896-9; Student Summer School of the South, 1904; Special student, Maryville College, 1906-7; College of Music, Cincinnati, 1900-1; Pupil of Frank Nelson, Knoxville, 1903-6; Certificate, Piano and Theory Department, Cincinnati Conservatory of Music, 1913; Student Cincinnati Conservatory, summers 1910, 1911, 1912, 1913; Student in Piano and Methods, Teachers College, summer 1915; Teacher of Piano, Washington College, 1901-4; Teacher of Piano in Maryville, 1905-13; present position since 1913.

LILLIAN RHEA HUNTER*Instructor in Voice*

Graduate of Johnson City High School, 1907; Voice graduate of Virginia Intermont College, 1910; Certificate in piano and harmony, Virginia Intermont College, 1910; Pupil in voice of Mr. and Mrs. Frederic Martin, New York City, 1912-13; Assistant voice teacher to Mrs. Frederic Martin, 1913; concert singer.

OLIVE TAYLOR*Librarian*

Present position since 1914.

NANNIE L. ANDERSON*Matron Women's Dormitory*

Present position since 1915.

LIZZIE S. GURLEY*Manager Dining Halls*

Present position since 1915.

JULIET B. DUNN*Stenographer*

Present position since 1912.

F. W. BAUM*Engineer*

Present position since 1911.

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Present position since 1915.

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Arithmetic, one term.....	5 credits
Algebra, two terms.....	10 credits
Ancient History, two terms.....	10 credits
Tennessee History, one term.....	5 credits
Vocal Music, two terms.....	2 credits
Drawing, two terms.....	2 credits
Prescribed Courses	49 credits

Elective—

Plant Culture, three terms.....	9 credits
Paper Industry, three terms.....	6 credits
Beginning Latin, three terms.....	12 credits
Music, one term.....	1 credit
Drawing, one term.....	1 credit
Required Electives.....	11-18 credits

Any student may be required to take Penmanship on the recommendation of two members of the Faculty.

ACADEMIC COURSE—SECOND YEAR*Prescribed—*

Composition-Rhetoric, three terms.....	12 credits
Algebra, three terms.....	12 credits
English History, two terms.....	8 credits
Physical Geography, one term.....	5 credits
Biology, three terms.....	12 credits
Prescribed Courses	49 credits

Elective—

Field Crops, one term.....	3 credits
Elementary Woodwork, three terms.....	6 credits
Elementary Sewing, three terms.....	6 credits
Bookkeeping, one term.....	3 credits
Caesar and Composition, three terms.....	12 credits
Music, three terms.....	3 credits
Drawing, three terms.....	3 credits
Required Electives.....	11-18 credits

ACADEMIC COURSE—THIRD YEAR

Prescribed—

American Literature, three terms.....	9 credits
Plane Geometry, three terms.....	12 credits
Elementary Psychology, one term.....	5 credits
General Methods, one term	5 credits
School Management, one term.....	5 credits
Prescribed Courses.....	36 credits

Elective—

Modern History, two terms.....	8 credits
Physics, three terms.....	15 credits
Commercial Geography, one term.....	5 credits
Soils and Fertilizers, two terms.....	6 credits
Mechanical Drawing, three terms.....	6 credits
Cooking, three terms.....	6 credits
Beginning French or German, three terms.....	12 credits
Cicero and Composition, three terms.....	9 credits
Required Electives.....	24-30 credits

1. Physics must be taken in the Third Year or Chemistry in the Fourth Year. Both may be taken, but as only one is required the second may be counted as an elective.

2. Psychology must be taken before Method and Observation and School Management.

3. One term's work in Geometry should be taken before Physics is begun.

ACADEMIC COURSE—FOURTH YEAR

Prescribed—

English Literature, three terms.....	9 credits
American History, two terms.....	8 credits
Civics, one term.....	4 credits
Physiology and Hygiene, one term.....	5 credits
History of Education, one term.....	5 credits
Grammar School or Primary Methods, one term.....	5 credits
Practice Teaching, one term.....	5 credits
Prescribed Courses.....	41 credits

Elective—

Rural Sociology, one term.....	5 credits
Public School Literature, one term.....	4 credits
Chemistry, three terms.....	15 credits
Animal Husbandry, three terms	9 credits
Advanced Woodwork, three terms.....	6 credits
Home Economics, two terms.....	6 credits
Household Sanitation, one term.....	3 credits
Primary or Grammar School Methods, one term.....	5 credits
Playground Methods, one term.....	3 credits
French or German, three terms.....	9 credits
Vergil and Composition, three terms.....	9 credits
Required Electives.....	19-25 credits

1. If Physics has not been taken in the Third Year, Chemistry must be taken in the Fourth Year. If Physics has been taken in the Third Year, Chemistry may be elected in the Fourth Year.

NORMAL COURSE—JUNIOR YEAR*Prescribed—*

General Psychology, two terms.....	8 credits
Child Study, one term.....	4 credits
College Rhetoric, two terms.....	8 credits
Teachers' Grammar, one term.....	4 credits
Prescribed Courses.....	24 credits

Elective—

History of Education, one term.....	5 credits
American Literature, three terms.....	9 credits
Solid Geometry, one term.....	5 credits
Trigonometry, one term.....	5 credits
College Algebra, one term.....	5 credits
Civics, one term.....	5 credits
Botany, two terms.....	6 credits
Zoology, two terms.....	6 credits
Methods in Chemistry, one term.....	3 credits
Horticulture, three terms	9 credits
Farm Mechanics, three terms.....	6 credits
Advanced Sewing, three terms.....	9 credits
French or German, three terms.....	9 credits
Required Electives.....	30-36 credits

NORMAL COURSE—SENIOR YEAR*Prescribed—*

School Administration, one term.....	4 credits
School Sanitation, one term.....	4 credits
Educational Psychology, two terms.....	10 credits
Observation and Practice Teaching, one term.....	5 credits
Prescribed Courses.....	23 credits

Elective—

School Administration, one term.....	4 credits
Secondary Education, one term.....	4 credits
English Literature, three terms.....	9 credits
Public School Literature, one term.....	4 credits
Teachers' Arithmetic, one term.....	5 credits
Analytics, two terms.....	10 credits
Method in History, one term.....	5 credits
American Constitutional History, two terms.....	8 credits
Economics, two terms.....	8 credits
Teachers' Geography, one term.....	5 credits
Geology, one term.....	5 credits
Advanced Agronomy, two terms.....	6 credits
Public School Manual Training, one term.....	5 credits
Advanced Cooking, three terms.....	9 credits
Teaching Domestic Science, one term.....	2 credits
Teaching Domestic Arts, one term.....	2 credits
Required Electives.....	31-37 credits

SUMMARY OF COURSES AND CREDITS

EDUCATION

YEARS AND SUBJECTS	TERMS	CREDITS
<i>Third Year</i>		
I. Elementary Psychology	1	5
Text, Colvin and Bagley's Human Behavior.		
II. School Management	1	5
Text, Salisbury's School Management.		
<i>Fourth Year</i>		
III. History of Education	1	5
Text, Parker's History of Modern Elementary Education.		
IV. Rural Sociology	1	5
Text, Cubberley's Rural Life and Education.		
<i>Junior Year</i>		
V. General Psychology	2	8
Text, Angell's General Psychology.		
VI. Child Study	1	4
Text, Kirkpatrick's Child Study.		
<i>Senior Year</i>		
VII. Educational Psychology	2	10
Texts, Horne's Psychological Principles of Education; DeGarmo's Principles of Secondary Education, Book II.		
VIII. School Administration	1	4
Text, Colgrove's The Teacher and The School.		
IX. School Sanitation	1	4
Text, Dressler's School Hygiene.		
X. Secondary Education	1	4
Text, DeGarmo's Principles of Secondary Education, Book I.		

METHODS AND PRACTICE

<i>Third Year</i>		
I. General Methods	1	5
Text, Strayer's Brief Course in The Teaching Process.		
<i>Fourth Year</i>		
II. Grammar School Methods	1	5
Text, Charter's Teaching the Common Branches.		
III. Primary Methods	1	5
Texts, Haliburton's Primer; First and, Second Readers.		
IV. Observation and Practice Teaching.....	1	5
V. Playground Methods	1	3
VI. Fundamentals in Primary Methods.....	1	3

MECHANIC ARTS

YEARS AND SUBJECTS	TERMS	CREDITS
<i>First Year</i>		
I. Paper Industry	3	6
<i>Second Year</i>		
II. Elementary Woodwork	3	6
Text, Griffith's Elements of Woodwork.		
<i>Third Year</i>		
III. Mechanical Drawing	3	6
<i>Fourth Year</i>		
IV. Advanced Woodwork	3	6
V. Public School Industrial Arts	1	3
<i>Junior Year</i>		
VI. Farm Mechanics	3	6
Text, Brace and Mayne's Farm Shop Work.		
VII. Wood Turning	1	2
<i>Senior Year</i>		
VIII. Public School Manual Training.....	1	5

DOMESTIC SCIENCE

<i>Third Year</i>		
I. Cooking I.....	3	6
Texts, Williams and Fischer's Elements of Cookery; Conley's Nutrition and Diet.		
<i>Senior Year</i>		
II. Cooking II.....	3	9
Texts, Government Bulletins; Reference Works.		
III. Methods in Teaching Domestic Science.....	1	2

DOMESTIC ART

<i>Second Year</i>		
I. Sewing I.....	3	6
<i>Fourth Year</i>		
II. Home Sanitation	1	3
Text, Government Bulletins.		
III. Home Economics	2	6
Text, Parloa's Home Economics.		
<i>Junior Year</i>		
IV. Sewing II.....	3	9
Text, Kinne and Cooley's Shelter and Clothing.		
<i>Senior Year</i>		
V. Methods in Teaching Domestic Art.....	1	2
Text, Cooley's Domestic Art in Woman's Education.		

AGRICULTURE

YEARS AND SUBJECTS	TERMS	CREDITS
<i>Second Year</i>		
I. Field Crops	2	6
Text, Wilson and Warburton's Field Crops.		
<i>Third Year</i>		
II. Soils and Fertilizers	2	6
Text, Snyder's Soils and Fertilizers.		
<i>Fourth Year</i>		
III. Animal Husbandry	3	9
Texts, Harper's Manual of Farm Animals; Martin's Dairy Laboratory Guide; Lewis' Poultry Keeping.		
<i>Junior Year</i>		
IV. Horticulture	3	9
Texts, Bailey's Principles of Fruit Growing; Lloyd's Vegetable Growing.		
<i>Senior Year</i>		
VI. Advanced Agronomy	3	9
Texts, Warren's Farm Management; Davidson's Agricultural Education.		

ENGLISH LANGUAGE

<i>First Year</i>		
I. Grammar and Composition, with Spelling..	3	15
Text, Buehler's Modern English Grammar (Revised).		
<i>Second Year</i>		
II. Composition and Rhetoric	3	12
Text, Brooks' English Composition, Book II.		
<i>Junior Year</i>		
III. College Rhetoric	2	8
Text, Boynton's Principles of Composition.		
IV. Teachers' Grammar	1	4
Text, Kittredge and Farley's Advanced English Grammar.		

LITERATURE

<i>Third Year</i>		
I. American Literature	3	9
Text, Halleck's History of American Literature.		
<i>Fourth Year</i>		
II. English Literature	3	9
Text, Halleck's (New) History of English Literature.		
III. Public School Literature	1	4
<i>Junior Year</i>		
IV. American Literature	3	9
Text, Page's Chief American Poets.		
<i>Senior Year</i>		
V. English Literature	3	9
Text, Cross' Development of the English Novel,		

SCIENCE**Biology and Applied Science**

YEARS AND SUBJECTS	TERMS	CREDITS
<i>Second Year</i>		
I. Plant Culture	3	9
Texts, Goff's Principles of Plant Culture; Weed's Farm Friends and Farm Foes.		
II. Biology	3	12
Texts, Hunter's Civic Biology; Sharpe's Laboratory Manual.		
<i>Fourth Year</i>		
III. Physiology and Hygiene	1	5
Text, Coleman's Hygienic Physiology.		
<i>Junior Year</i>		
IV. Zoology	2	6
Text, Colton's Descriptive and Practical Zoology.		
V. Botany	2	6
Text, Coulter's Plant Life and Plant Uses.		

Geography and Geology

<i>Second Year</i>		
I. Elements of Geography.....	1	5
Text, Dryer's High School Geography.		
<i>Third Year</i>		
II. Commercial Geography	1	5
Text, Brigham's Commercial Geography.		
<i>Junior Year</i>		
III. Teachers' Geography	1	5
Texts, Dodge's Geography; Dodge's Teaching of Geography.		
<i>Senior Year</i>		
IV. Geology	1	5
Text, Blackwelder and Barrow's Elements of Geology.		

Physics

<i>Third Year</i>		
I. Elementary Physics	3	15
Text, Millikan and Gale's Physics.		

Chemistry

<i>Fourth Year</i>		
I. General Chemistry	3	15
Text, McPherson and Henderson's Elementary Study of Chemistry.		
II. Methods in Chemistry	1	3

MATHEMATICS

YEARS AND SUBJECTS	TERMS	CREDITS
<i>First and Second Years</i>		
I. Arithmetic	1	5
Text, Myer's Arithmetic, Book III.		
II. Algebra I.....	2	10
Text, Milne's Standard Algebra (Revised).		
III. Algebra II	3	12
Text, Milne's Standard Algebra (Revised).		
<i>Third Year</i>		
IV. Plane Geometry	3	12
Text, Wentworth and Smith's Plane Geometry (Revised).		
<i>Junior Year</i>		
V. Solid Geometry	1	5
Text, Wentworth and Smith's Solid Geometry (Revised).		
VI. Plane Trigonometry	1	5
Text, Wentworth and Smith's Plane Trigonometry.		
VII. College Algebra	1	5
Text, Hawkes' Higher Algebra.		
<i>Senior Year</i>		
VIII. Teachers' Arithmetic	1	5
Text, Lyman's Higher Arithmetic.		
IX. Analytical Geometry	2	10
Text, Wentworth's Analytical Geometry.		

HISTORY

<i>First Year</i>		
I. Ancient History and Tennessee History....	3	15
Texts, Morey's Outlines of Greek History; Morey's Outlines of Roman History; Garrett and Goodpasture's History of Tennessee.		
<i>Second Year</i>		
II. English History	2	8
Text, Montgomery's Leading Facts of English History (Revised).		
<i>Third Year</i>		
III. Modern History	2	8
Text, West's Modern History.		
<i>Fourth Year</i>		
IV. American History and Civics	3	12
Texts, Ashley's American History; Dunn's The Community and The Citizen.		
<i>Junior Year</i>		
V. Civics	1	5
Text, Ashley's American Government.		
<i>Senior Year</i>		
VI. American Constitutional History	2	8
Texts, Hart's Formation of the Union; Wilson's Division and Reunion.		
VII. Method in History	1	5
Text, Hinsdale's How to Study and Teach History.		
VIII. Economics	2	8
Text, Ely and Wicker's Economics.		

LANGUAGES**Latin**

YEARS AND SUBJECTS	TERMS	CREDITS
<i>First Year</i>		
I. Beginning Latin	3	12
Text, Pearson's Essentials of Latin.		
<i>Second Year</i>		
II. Cæsar and Composition	3	12
Texts, Allen and Greenough's Caesar; Bennett's Grammar.		
<i>Third Year</i>		
III. Cicero and Composition	3	9
Texts, Allen and Greenough's Cicero; Bennett's Grammar.		
<i>Fourth Year</i>		
IV. Vergil and Composition	3	9
Texts, Allen and Greenough's Vergil; Bennett's Grammar.		

German

<i>Third Year</i>		
I. Beginning German	3	12
Text, Bacon's German Grammar and selected texts.		
<i>Fourth Year</i>		
II. Second Year German	3	9
Text, Bacon's German Grammar and selected texts.		
<i>Junior Year</i>		
III. Third Year German	3	9
Text, Bacon's German Composition, and selected texts.		

French

<i>Third Year</i>		
I. Beginning French	3	12
Text, Fraser and Squair's French Grammar.		
<i>Fourth Year</i>		
II. Second Year French	3	9
Selected Texts.		
<i>Junior Year</i>		
III. Third Year French	3	9
Selected Texts.		

ART

<i>First Year</i>		
I. First Year Drawing	3	3
<i>Second Year</i>		
II. Second Year Drawing and Painting	3	3

BOOKKEEPING

YEARS AND SUBJECTS	TERMS	CREDITS
<i>Second Year</i>		
I. Bookkeeping	1	3

Text, Bexell and Nichols' Principles of Bookkeeping and Farm Accounts.

PUBLIC SCHOOL MUSIC

<i>First Year</i>		
I. Course for Beginners	3	3
Text, Schoen's Sight-singing Material.		
<i>Second Year</i>		
II. Appreciation of Music	1	2
<i>Third Year</i>		
III. The Teaching of School Music	1	2

DESCRIPTION OF COURSES

DEPARTMENT OF EDUCATION

PROFESSOR ALEXANDER

PROFESSOR HAWORTH

Academic Course

I. Elementary Psychology. Text, Colvin and Bagley's Human Behavior. Five credits. The aim of this course is to present a general view of mental processes and thus lay the foundation for the study of methods of teaching. The principles will be applied to schoolroom practice as far as time will permit.

II. School Management. Text, Salisbury's School Management. Five credits. This course includes a study of the fundamental problems of school management. Among the topics studied are the teacher, the government of the school, the relation of the school to the community, school buildings and grounds, and the relation of the teacher to the parents and the community.

III. History of Education. Text, Parker's History of Modern Elementary Education. Five credits. This course is a concise presentation of the most important movements in modern educational history, together with a careful study of racial educational systems and the theories of great educators.

IV. Rural Sociology. Text, Cubberley's Rural Life and Education. Five credits. Subjects discussed: the new outlook for rural life; old and new rural-life conditions; rural vocational training; the teacher and the community; the organization of a rural school; the problems of consolidation; the rural school as a social center; supervision of rural schools; problems of the one-room school; rural-school hygiene; the rural school and farming. Readings: Betts and Hall's Better Rural Schools; Carney's Country Life and the Country School; Foght's The Rural Schools of Denmark; Bulletins of the U. S. Bureau of Education, the Russell Sage Foundation, and various state reports on rural problems.

Normal Course

V. General Psychology. Text, Angell's General Psychology. Eight credits. This course emphasizes the genetic and functional phases of mind development. Students of education find this study especially useful, as it deals with mental activity rather than with mental structure.

(a) During the first term a study of the following subjects is made: The problems and methods of psychology, the psychophysical organism, the nervous system and the mind, the laws of association and attention, and the functioning of the mind in sensation, perception, memory, imagination, judgment, and reasoning.

(b) During the second term the following topics are considered: Feeling and the principles of affective consciousness, reflex action and instinct, the theory of emotion, the elementary features of volition, and the relation of volition to effort, character-forming, and willed action.

VI. Child Study. Text, Kirkpatrick's Child Study. Four credits. The purpose of this course is to give a better knowledge of the child's nature in order the better to interpret his actions and to make use of his instincts and interests at the proper time. Special attention is given to the practical application of these principles to schoolroom procedures.

VII. Educational Psychology. Texts, Horne's Psychological Principles of Education and DeGarmo's Principles of Secondary Education, Book II. Ten credits.

(a) This course deals with such principles of psychology as can be applied to the teaching and the learning processes. It attempts to lay scientific foundations for the art of teaching. Subjects treated are attention, interest, apperception, memory training, mental traits, the learning process, habit formation, education of the mind to will, the building of character, and the principles of religious education.

(b) Processes of Instruction. In the second term the emphasis is placed on the processes of instruction and high-school methods. Topics considered are the acquisition of facts, the inductive and the deductive approach to knowledge, and the complete method, with its application to various study groups.

VIII. School Administration. Text, Colgrove's The Teacher and the School. Four credits.

The chief aim of the course is to enable the teacher to organize and manage the school properly and successfully. Subjects discussed are the qualifications of a teacher; professional training; nature and aim of the school; school organization; the school as a social center; school discipline; classification of pupils; daily programs; the teacher's relation to parents; the teaching process in general terms; the laws of teaching.

IX. School Sanitation. Text, Dressler's School Hygiene. Four credits. Topics discussed are the planning of school buildings; heating, lighting and ventilation of buildings; the improvement of school grounds; the decoration of rooms; the detection of physical defects in children; the testing of eyesight and hearing; the nature of contagious diseases; cleanliness and neatness of person.

X. Secondary Education. Text, DeGarmo's Principles of Secondary Education. Four credits.

The work consists of the study of the following subjects: The selection of courses of study; the nature and value of studies; the relative educational worth of various groups, and the organization of studies into curricula.

DEPARTMENT OF METHODS AND PRACTICE

MISS L. PAINTER

MISS COOPER

MISS B. PAINTER

MISS BAILEY

MISS MARTIN

Academic Course

I. General Methods. Text, Strayer's Brief Course in the Teaching Process. Five credits. This course will afford a study of the principles controlling skillful teaching. A careful study is made of the aims, the controlling factors, and the general types of teaching involved in the educative process. Prerequisite, Elementary Psychology, or equivalent.

II. Grammar School Methods. Text, Charter's Teaching the Common Branches. Five credits. This course will afford a study of subject-matter and methods in the following special subjects: spelling, penmanship, language, reading, geography, history and arithmetic. Prerequisites, Elementary Psychology, or equivalent, and General Methods.

III. Primary Methods. Text, Haliburton's Primer, First and Second Readers. Five credits. This course will deal with subject-matter and methods in the following special subjects as taught in the first, second and third grades: reading, phonics, spelling, penmanship, language, number work and seat-work. Prerequisites, Elementary Psychology, or equivalent, and General Methods.

IV. Observation and Practice Teaching. Five credits. Assigned work in observation and practice teaching is to be done in either Primary or Grammar Grades, under the supervision of the critic

teachers. Prerequisites, Elementary Psychology, or equivalent, General Methods and either Grammar School or Primary Methods.

V. Playground Methods. Three credits. Games and exercises suitable for playground and schoolroom; the value of games and their classification according to ages; the fitting up of an inexpensive playground; folk dancing; drill in marching and class formations; simple arm and breathing exercises suitable for the classroom.

VI. Fundamentals in Primary Methods. Three credits. Open to principals, supervisors, and superintendents. The object of this course is to give a general knowledge of the work in the primary grades. It deals with the history, theory, and method of teaching in the primary grades; the relation of the curriculum to the child, and the relation of method to the instinct of the child.

DEPARTMENT OF MECHANIC ARTS

PROFESSOR WILSON

MISS COOPER

MISS SLOCUMB

, Academic Course

I. The Paper Industry. Six credits. A special course in hand work for teachers of fifth, sixth, and seventh grade pupils. This course will show the possibilities of introducing a real industry into the schoolroom, at a minimum expense for apparatus and material, and, at the same time, of making a product that has actual commercial value. A simple system of bookkeeping necessary to the industry is a part of the course. The scope of the work is as follows:

(a) The hand process of making paper, envelopes, portfolios, boxes, cases, tablets, composition books, pamphlet covers, loose-leaf covers, and school booklets.

(b) Complete course in bookbinding and book mending.

(c) A continuation of Course a.

A fee of fifty cents a term is charged for materials. This entitles the student to a sample of each project made.

II. Elementary Woodwork. Text, Griffith's Elements of Woodwork. Six credits. This course includes: (1) The historical evolution, classification, and proper use and care of the more commonly used woodworking tools; (2) a collection and study of the structure and use of native woods; (3) the reading and making of simple working drawings; (4) the making out of bills of materials; (5) the estimating of costs; (6) the construction of simple projects involving the use of tools and woods studied.

All students of this course who are applicants for the special certificate in Manual Training will be required to take the course in Elementary Mechanical Drawing.

(a) Special emphasis will be placed upon the processes of laying out, cutting, squaring, and modifying by use of plane only.

(b) The uses of the chisel, gouge, turning saw, and spokeshave, and the methods of sharpening them, will dominate the work of this term.

(c) The work will center around the processes of surfacing, fitting, assembling, and the simpler stains and finishing coats.

This course in benchwork in wood has several distinctive features. One is the clear separation of work into groups, each group standing for certain definite tool processes. Also in each group some projects are entirely completed. To do this some other tool processes may have to be introduced into the group incidentally, but these processes have only a minor place there. The principal work on each project is done with the tools of the group.

Another feature for which this course stands is that of constructing many really useful projects, a number of which are for use in the school, as furniture or apparatus. Personal projects are permitted only when they conform to the course, and the materials are provided at the expense of the student.

III. Mechanical Drawing. Six credits. Free-hand sketching from models, free-hand lettering, the making and reading of simple working drawings, tracings, and blue prints, represent the topics covered in this course. Students will supply themselves with drafting scale, lining pen, No. 4 pencil, soft eraser, pencil compass, and India ink. Drawing-boards, T-squares, and triangles will be furnished.

IV. Advanced Woodwork. Six credits. (Two hours bench work, one hour drawing.) Prerequisite, Elementary Woodwork or equivalent. This course deals with the more complex tools and processes of joinery. The constructive work is made the basis of the theory, design, working drawing, and mathematics. This course covers: (1) the making of working sketches from models; (2) lettering; (3) working drawings; (4) tracings; (5) blue-prints; (6) construction of projects involving the use of the common joints; (7) tool sharpening; (8) wood finishing. Text, King's Elements of Woodwork and Construction. The following supplies will be required: (1) A loose-leaf note book; (2) a twelve-inch draftsman's scale; (3) a pencil compass; (4) a hard and a soft pencil; (5) a block of art gum; (6) a lining pen; (7) a bottle of drawing ink.

(a) The projects of this term will involve the use of mortise and tenon construction and finishes of oil stains, shellac, or wax. Students

will study the standard woodworking machines used and will learn to care for them and to use them with skill.

(b) A continuation of the work of the first term, with stress upon the best forms of drawer construction and finishing stains. The projects will be largely of school apparatus.

(c) Projects will involve the use of glued stock and joints with finishes of spirit stains, fillers, and varnishes.

V. Public School Industrial Arts. Three credits. This course deals with the simplest elements of construction in paper, textiles, and clay, and is especially intended for teachers of primary grades. Simple designs applicable to these materials will be developed by the class. Each student will make a set of models covering the work of the course. A fee of fifty cents will be charged in each course for the materials used in these models. No text-book will be required.

(1) Paper and Cardboard Work. This course includes a series of progressive lessons in tearing, cutting, folding, mounting, and pasting, in which the principles of constructive design will be followed. Miss Cooper.

(2) Weaving. 1. Bogus-paper mats—slats of artistic colors (paper). 2. Spool Knitting—round web, flat web, circular mat, doll's muff, collarette, and Tam-o'-shanter. Miss Cooper.

(3) Basketry. Text, Tinsley's Practical and Artistic Basketry. 1. Braided mat. 2. Rush or corn-husk mat sewed with whip stitch. 3. Wrapped coil basket. 4. Slat basket; hickory or ash splits. 5. Mat; knot or lace stitch. 6. Basket; lazy-squaw stitch or normal stitch. 7. Native willow or rattan work. Miss Slocumb.

Normal Course

VI. Farm Mechanics. Text, Brace and Mayne's Farm Shop Work, Set of drawing instruments required. Six credits.

(a) The work of this term will deal with the simpler styles of furniture. Designs and working drawings will be made by the student.

(b) Furniture and apparatus will be designed, drawn, and made.

(c) Home and farm conveniences will be studied. Projects will be made by student group.

VII. Wood Turning. Two credits. Cabinet turning from scale drawings, with study of tools and machine, will be the dominant feature of this course. Mechanical Drawing is required in connection with this course. Fee for materials, one dollar.

VIII. Public School Manual Training. Five credits. This course includes the history of manual training, special methods and practice teaching, with care of room and tools.

DEPARTMENT OF DOMESTIC SCIENCE

MISS HORNSBY

Academic Course

I. Cooking I. Six credits. Fee for supplies furnished, one dollar a term.

(a) and (b) Text, Williams and Fischer's Elements of the Theory and Practice of Cookery. The purpose of this course is to develop skill in the technique of cookery by means of a systematic introduction to the principles and processes and the food materials involved.

(c) Text, Conley's Nutrition and Diet. Continued study of foods that are most extensively used in the dietary, and of some of the changes taking place during their preparation for the table and affecting their digestibility and nutritive value. In both courses marked emphasis is placed on systematic care of the kitchen.

Course I, Continued. Four credits. During the Fall and Winter Terms, Cooking I will be continued for the benefit of those who have had Courses (a) and (b), but who do not meet all the requirements for Cooking IIa.

Normal Course

Cooking II. Nine credits. Fee for supplies furnished, one dollar a term. Text, Government Bulletins. Reference works.

(a) Practical cookery, with a study of foods, cost of foods, and dietetics. Canning and preserving of foods.

(b) The purpose of this course is to acquaint the student with the more complicated processes of cookery. The course includes breads, pastries, cakes, and frostings.

(c) The purpose of this course is to give opportunity for practice in home cookery. It will include the study, planning, cooking, and serving of breakfasts, luncheons, and dinners; and various methods of preparation and garnishing.

III. Methods in Teaching Domestic Science. Two credits. This course will only be offered during Fall and Spring Terms. Prerequisite, Elementary Psychology, Method of the Recitation, Cooking I. Prerequisite or parallel, Cooking II. Study and practice of teaching cooking in public schools. Reference work.

DEPARTMENT OF DOMESTIC ART

MISS ARMSTRONG

Academic Course

I. Sewing I. Six credits. Fee for materials furnished, fifty cents a term.

(a) The study of plain and fancy stitches and their application in the making of a sewing apron, sewing bag, towel, pillowcases, one-piece suit of underwear, sheer waist, etc. Especial stress is placed on the selection of design and materials appropriate for each article, and on textile study.

(b) The making of two pieces of a suit of underwear, and a kimona. This course includes a continuation of the application of plain and fancy stitches, the study of the use and care of the machine, study of materials and designs appropriate for use with each article, and the principles of pattern drafting for each. Prerequisite, Sewing Ia.

(c) Making of a simple dress, completion of suit of underwear, study of requisites of good dressmaking in the use of dress form. Prerequisite, Sewing Ib.

Sewing I, continued. Four credits.

During the Fall and Winter Terms Sewing I will be continued for those who have completed Courses (a) and (b) but do not fulfill the requirements for Sewing II.

II. Home Sanitation. Text, Bulletins from United States Department of Agriculture. Three credits. A study of existing unsanitary conditions and of ways and means of improving them.

III. Home Economics. Text, Parloa's Home Economics. Six credits. The study of the problems of home-making, including (a) house planning, house furnishing, household economy; (b) home management and home decoration.

Normal Course

IV. Sewing II. Text, Kinne and Cooley's Shelter and Clothing. Nine credits. Fee for materials used, fifty cents a term. Open only to students who have had Sewing I or its equivalent. Planned with especial provision for work of interest to teachers of sewing.

(a) The practical side of the course includes the making of the tailored waist—each step being carefully presented and marked out for use of teachers—paper-waist modeling and drafting of waists and the making of a school dress.

(b) Skirt drafting, paper modeling, and seam finishes; requisites of a well-made skirt and application to a skirt.

(c) Dressmaking and repairing, textiles and costume design.

V. Methods in Teaching Domestic Arts. Text, Cooley's Domestic Art in Woman's Education. Two credits. Study and practice of methods of teaching Domestic Art in the public schools. Each applicant for the certificate will be required to teach from ten to twenty lessons in Domestic Art.

This course is offered in the Winter and Summer Terms only. Prerequisites, Elementary Psychology, General Methods, and Sewing I. Prerequisite or parallel, Sewing II.

DEPARTMENT OF AGRICULTURE

PROFESSOR SOWDER

PROFESSOR GABBARD

Throughout the United States there is a growing demand for the teaching of agriculture in the elementary schools. Scientific farming is based upon a body of facts underlying successful farm practice. Investigation at the experiment stations has made many valuable contributions to modern farm practice. No greater agency for its dissemination exists than the public school. For this great work trained teachers are very much needed. To fit persons to instruct both in the science and in the art of agriculture is the sole purpose of this department.

The department is now equipped with a farm of one hundred and twenty acres, including the campus. A combination dairy and feed barn of modest design and equipment has been erected. The school plats embrace an area of two acres. These plats make the science of farm practice plain to all. In this outdoor laboratory all students in the department are required to perform their allotted work. An orchard and vineyard, comprising about four acres, have recently been added.

Academic Course

I. Field Crops. Text, Wilson and Warburton's Field Crops. Six credits.

(a) Cereals. Systematic study of crops both in the laboratory and in the field is required. Stress is placed on simple methods of teaching the subject in public schools. The following crops are studied: corn, wheat, oats, barley, rye, flax, roots, sugar plants, and cotton.

(b) Forage crops. Making of a meadow, hay and hay-making, pastures, grasses, clovers, alfalfa, legumes, root crops, crop rotation, and weeds.

II. Soils and Fertilizers. Text, Snyder's Soils and Fertilizers. Six credits.

(a) Physics of the Soil. In this course the principles underlying the management of soils are studied in the laboratory.

(b) Chemistry of the Soil. Manures, commercial fertilizers, home-mixing and testing fertilizers, and methods of conserving soil fertility are among the topics studied.

III. Animal Husbandry. Texts, Martin's Dairy Laboratory Guide; Harper's Manual of Farm Animals. Nine credits.

(a) Horses and Dairy Cattle. The principles of judging, feeding, breeding, care and management of horses, also the same topics for dairy cattle, are studied the first term. Practice once a week.

(b) Beef Cattle, Sheep, Swine. During the second term the principles of breeding, feeding, care and management, diseases, housing, and judging of these animals are considered. Practice as above.

(c) Farm Poultry. Text, Lewis' Poultry Keeping. This is a practical course including breeds, feeding, poultry-house construction, fixtures, and care and management of poultry and eggs. Ways and means of applying this subject to school and home are also given.

Normal Course

IV. Horticulture. Text, Bailey's Principles of Fruit Growing. Nine credits.

(a) Fruit Growing. The home orchard, location, planting, tillage, fertilizers, pruning, protection, propagation, and renovation of old orchards are the leading topics. Practice once a week.

(b) Fruit Growing, continued. Insect pests, injuries, diseases, small fruits, spraying, harvesting and marketing fruit are the main topics. Practice once a week.

(c) Text, Lloyd's Productive Vegetable Growing. Three credits. This course deals with the home gardens of school children. It includes such topics as soils and fertilizers, cold frames, transplanting, succession, cropping, canning, and marketing. Demonstration and practice.

V. Advanced Agronomy. Text, Warren's Farm Management. Nine credits.

(a) Methods of Farming. Attention is given to types of farming, diversification, intensive and extensive farming; maintaining fertility; size of farms.

(b) Business Management. This includes capital, labor, equipment, buildings, marketing, records, and accounts. Special students assist in the management of the Smith-Lever demonstrations.

(c) Text, Davidson's Agricultural Engineering. In this course the following special topics will be studied: Agricultural surveying, farm drainage, road-making, and farm machinery. As much practical study will be given the last topic as the time will permit. Demonstration and practice.

DEPARTMENT OF ENGLISH LANGUAGE

DEAN MATHES**Academic Course**

I. Grammar and Composition. Text, Buehler's Modern English Grammar, Revised. Fifteen credits.

(a) The work of the first term consists of daily drill in composition, with a careful study of the principles of effective oral and written expression. Themes are required twice a week, and are corrected by the teacher and returned to the student for revision. Especial attention is given to accuracy in spelling, punctuation, sentence structure, and the simpler principles of paragraphing.

(b) During the second term the composition exercises are based largely on the pupil's lessons in the other subjects he is taking, such as History, Plant Culture, Latin, and Algebra, with a view to a closer correlation of all his work. In this term grammar also is taken up, the study centering around the structure and analysis of the sentence. The class is organized as a literary club, and holds one meeting each week, presenting a prepared program in parliamentary order.

(c) In the third term the assignments for composition are based chiefly upon subjects of interest to the pupil outside the classroom. Themes are presented on topics from current history, local industries, school life, imaginary travel, and other subjects that tend to awaken the interest and promote the general intelligence of the pupil.

II. Composition and Rhetoric. Text, Brooks' English Composition, Book II. Twelve credits.

(a) Semi-weekly themes are required throughout the first term, the subjects being assigned by the teacher and selected partly from the text and partly from the other subjects the pupils are studying, especially English History, Biology, Physical Geography, and Civil Government.

(b) In the second term The Literary Digest is used as a textbook, and theme assignments are based each week on a few articles selected for special study and discussion. The class is organized into a literary and debating club, and once a week the club conducts the recitation in parliamentary order, discussing one or more topics selected beforehand from The Digest.

(c) The third term's work is a continuation of that of the second, with more detailed study of rhetorical principles and the four fundamental types of composition.

Normal Course

III. College Rhetoric. Text, Boynton's Principles of Composition. Eight credits.

(a) The first term is devoted to the study of style, the order of development in the text-book being followed in the main. Written work is required from time to time.

(b) Invention is taken up in the second term. Much attention is given to outlining, and to the planning of public addresses on educational topics. Oral delivery is also given consideration.

IV. Teachers' Grammar. Text, Kittredge and Farley's Advanced English Grammar, supplemented by lectures and notes of the professor in charge. A rapid survey of English inflection and syntax from a practical standpoint. The history of the English language is briefly reviewed as a background for the study of the development of present-day forms and usages.

DEPARTMENT OF LITERATURE

PROFESSOR BURLESON

Academic Course

I. American Literature. Text, Halleck's History of American Literature. Nine credits.

- (a) A historical survey. Monthly reports on parallel reading.
- (b) A continuation of Course a.
- (c) A study of American classics.

II. English Literature. Text, Halleck's (new) History of English Literature. Nine credits.

- (a) A historical survey. Monthly reports on parallel reading.
- (b) A continuation of Course a.
- (c) A study of English classics.

In both Courses I and II there will be an occasional report on current literature.

III. Public School Literature. Four credits. This course is for Fourth Year, Junior, and Senior studies. It is intended as an aid in solving the problem of literature in the elementary school. Appropriate selections will be studied, while methods of teaching and plans for organizing, equipping, and conducting school libraries, also for promoting interest in good reading, will be discussed. A term paper is required.

Normal Course

IV. American Literature. Text, Page's Chief American Poets. Nine credits. A study in prose and poetry.

- (a) Bryant, Emerson, Longfellow. Term paper on Longfellow.
- (b) Whittier, Lowell, Holmes, Hawthorne. Term paper on Lowell or Hawthorne.

(c) Poe, Whitman, Lanier, closing with a study of some of the Psalms. Term paper on Poe or Lanier.

V. English Literature. Nine credits. A study in prose and poetry.

(a) Novel. This course traces the development of the novel. Representative works are studied. Term paper based on study and parallel reading. Text, Cross' The Development of the English Novel.

(b) English Prose, correlated with a study of current literature. Text, Dickinson and Roe's Nineteenth Century English Prose. Term paper based upon the study and reading.

(c) Browning. Representative poems studied. Term paper based on the study and reading.

DEPARTMENT OF SCIENCE

Biology and Applied Science

PROFESSOR GABBARD

MISS SMITH

Academic Course

I. Plant Culture. Texts, Goff's Principles of Plant Culture; Weed's Farm Friends and Farm Foes.

(a) Plant Life. This course considers the surroundings of plants and lays especial stress on spraying for insect pests and plant diseases.

(b) Propagation of Plants. The subjects of grafting, transplanting, pruning, and breeding plants are treated in this course.

(c) Weeds and Insects. This course will deal, in an elementary way, with weed and insect pests. The common weeds of the roadside and waste places, of meadow and pasture, of garden and field will be studied in relation to their methods of distribution and means of control. Our friends and foes among the insects will be taken up with the idea of how we may best encourage our friends, and most readily control our enemies. This course will follow Plant Culture *a* and *b*, but may be taken by persons who have not had either *a* or *b*.

II. Biology. Text, Hunter's Civic Biology; Sharpe's Laboratory Manual. Twelve credits.

(a) Zoology. The introduction to this course is intended to give the pupil a clear idea of the relations of plants to animals. The course consists of a brief study of protozoans, and a more extended study of metazoans. A few types that are especially adapted to teach anatomy and relation to environment and physiological activities are carefully studied.

(b) Physiology. In this course the study of the gross anatomy of the body is taken up. Considerable time is given to the study of blood, food, dietaries, and sanitary living.

(c) Botany. This course is designed to meet the needs of those taking a very elementary course in botany. It consists of a brief study of the structure and functions of seeds, roots, stems, leaves, flowers, and fruits.

III. Physiology and Hygiene. Text, Coleman's Hygienic Physiology. Five credits. A study of the various organs and tissues of the body and the related vital processes, as a basis for the understanding of the care of the human body. The work of the classroom is supplemented by laboratory work. Under sanitation the course includes a consideration of such topics as the following: Sanitary control of food, air and water; bacteria in relation to disease; the disposal of garbage; drainage; the prevention and control of communicable diseases.

Normal Course

IV. Zoology. Text, Colton's Descriptive and Practical Zoology. Six credits.

(a) The large groups of animals to amphibians are studied in this course. As an introduction to each group a careful study is made of a typical representative.

(b) This consists of a study of amphibians, reptiles, birds, and mammals. Dissecting and laboratory work are required.

V. Botany. Text, Coulter's Plant Life and Plant Uses. Six credits. This course presupposes at least one year's work in general botany or biology, together with a knowledge of the use of the compound microscope. There are three divisions of the course, and each may be taken up independently of the others. Division *a*, morphology and evolution of plants, based upon relation by descent. Division *b*, ecology and economic botany. Division *c*, structure and functions of seed plants.

GEOGRAPHY AND GEOLOGY

MISS YOAKLEY

Academic Course

I. Elements of Geography. Text, Dryer's High School Geography. Five credits. A study of the earth's features with especial reference to their origin and to the responses which obtain in the organic world because of the present condition of the earth's surface;

the forces and processes effecting present changes in its surface. Opportunity is given to apply in the field the principles worked out in the classroom.

II. Commercial Geography. Text, Brigham's Commercial Geography. Five credits. Prerequisite, Elements of Geography. A study of our resources and natural distribution of the same; the development and concentration of industries as influenced by geographic factors; methods of transportation, including a consideration of trade routes.

Normal Course

III. Teacher's Geography. Texts, Dodge's Geography, Dodge's Teaching of Geography. Five credits.

A course designed to give teachers a working knowledge of such facts and principles as are usually included in grammar school geographies. Methods of presenting such facts will receive consideration.

IV. Geology. Text, Blackwelder and Barrow's Elements of Geology. Five credits.

A consideration of the physical changes of the earth's surface occasioned by the action of the atmosphere, streams, glaciers, lakes, and oceans. A brief treatment of the history, origin, and development of the earth; the commoner rocks and minerals.

PHYSICS

MISS YOAKLEY

Academic Course

I. Elementary Physics. Text, Millikan and Gale's Physics. Fifteen credits.

A course in the elements of physics, designed to give the student a comprehensive view of the more important facts and laws. The importance of social applications of physical science in modern life is emphasized.

(a) The work of the first term includes mechanics, molecular physics, and heat. Instruction is given by lectures, demonstrations, recitations, and individual laboratory work.

(b) The work of the second term includes the study of electricity, sound, and light; it is similar in character to that previously outlined.

(c) A course offered to supplement courses *a* and *b* with especial reference to recent developments and discoveries.

CHEMISTRY**MISS SMITH**

Academic Course

I. General Chemistry. Text and Manual, McPherson and Henderson. Fifteen credits.

(a) This course consists of individual laboratory work, lectures, demonstrations, and quizzes. It includes theoretical chemistry, a study of the atmosphere, solutions and elements up to the carbon family.

(b) This is a continuation of Course *a*, beginning with carbon, and continuing a study of the remaining elements. Emphasis is laid upon the practical applications of the chemistry of commerce, plants, and soils.

(c) This course consists of two months of work in qualitative analysis and one month devoted to the study of some organic chemistry such as the examination of milk, baking powder, flour, sugar, etc.

II. Methods in Chemistry. This course takes up the subjects of lesson assignments; useful books for the teacher; the arrangement of the laboratory, as to sinks, hoods, etc.; accidents in the laboratory; management of notebooks and the presentation of the lessons.

DEPARTMENT OF MATHEMATICS**PROFESSOR ROGERS****PROFESSOR FOX**

Academic Course

I. Arithmetic. Text, Myer's Arithmetic, Book III. Five credits.

In this course stress is laid on the fundamental operations with integers and fractions. The endeavor is to make the work as practical as possible. Attention is centered on subjects having to do with actual life, such as mensuration, percentage, cost of living, etc. Due attention is given to correlation with algebra and concrete geometry.

II. Algebra I. Text, Milne's Standard Algebra, Revised. Ten credits.

(a) The work for the first term in algebra is devoted to making the transition from arithmetic to algebra, and to the subjects of addition, subtraction, multiplication, and division.

(b) This is a continuation of Course *a*, and includes factoring, fractions, and simple equations.

III. Algebra II. Text, Milne's Standard Algebra, Revised. Twelve credits.

(a) Continuing the work of the first year in Mathematics, this course begins with simultaneous equations, and in addition covers the subject of graphs, involution, evolution, and theory of exponents.

(b) The subjects of radicals, quadratics, and properties of quadratics are considered.

(c) The work of this term is devoted to ratio and proportion, variation, progressions, binomial theorem, and logarithms.

IV. Plane Geometry. Text, Wentworth and Smith's Plane Geometry, Revised. Twelve credits.

(a) Book I is completed during the first term. Clear thinking and logical reasoning are emphasized, with rigid and formal demonstrations as secondary considerations.

(b) Books II and III are considered during the second term. Greater rigidity of proof is insisted upon during this and the following term.

(c) The subject of plane geometry is completed during the third term. Throughout the year original work is emphasized for the purpose of applying the fundamental principles of geometry.

Normal Course

V. Solid Geometry. Text, Wentworth and Smith's Solid Geometry. Five credits.

This course emphasizes the practical side of the subject and correlates with industrial courses and everyday life.

VI. Plane Trigonometry. Text, Wentworth-Smith's Plane Trigonometry. Five credits.

Practice is given in the use of logarithmic tables, development of the trigonometric functions, and application of the theory to the solution of plane triangles.

VII. College Algebra. Text, Hawkes' Higher Algebra. Five credits.

This is a course for students who desire more advanced work than the elementary algebra affords. Particular attention is given to factoring, quadratics, progressions, permutations, and combinations. Graphical work is used throughout as an aid in development and interpretation.

VIII. Teachers' Arithmetic. Text, Lyman's Advanced Arithmetic. Five credits.

This is a geometric and algebraic treatment of arithmetic, with special applications in business and modern industries. Attention is given to the method of teaching arithmetic.

IX. Analytical Geometry. Text, Wentworth's Analytical Geometry. Ten credits.

(a) A study of geometry by means of algebra is afforded by this course. It includes linear equations and their loci.

(b) This is a continuation of Course a, including a study of the circle, parabola, ellipse, and hyperbola.

DEPARTMENT OF HISTORY

PROFESSOR KENNEDY
PROFESSOR HAWORTH

Academic Course

I. Ancient History and Tennessee History. Fifteen credits.

(a) Greek History. Text, Morey's Outlines of Greek History. This is an outline course. It is chiefly concerned with the study of the development of Ancient Greece. It includes also a study of the early Eastern nations to whom Greece was indebted.

(b) Roman History. Text, Morey's Outlines of Roman History. This outline course offers opportunity to study how Rome conquered, ruled, and civilized the Mediterranean world. It will take account of those nations which contributed most to her civilization.

(c) Tennessee History. Text, Garrett and Goodpasture's History of Tennessee. The aim of this course is to study and organize the events of Tennessee so as to understand how Tennessee through successive stages became what she is.

II. English History. Eight credits. Text, Montgomery's English History (Revised).

(a) The aim of this course is to trace the development of English ideas and institutions. The study begins with the earliest inhabitants of Britain and extends to the restoration of Charles II.

(b) This course continues the study of the successive steps in the growth of English institutions from the restoration of Charles II to the present time. Special stress will be given to the great movements that have influenced the continent.

III. Modern History. Text, West's Modern History. Eight credits.

(a) This course is a study of European history from Charlemagne to the French Revolution. It includes Feudalism, the Crusades, the Renaissance, the Reformation, and the Colonial Expansion.

(b) This course is designed to trace the continuity in the political, religious, intellectual, economic, and social development of the modern European nations in order to have a better understanding of Europe of today.

IV. American History and Civics. Texts, Ashley's American History, and Dunn's The Community and The Citizen. Twelve credits.

(a) This course begins with the study of the thirteen original colonies and traces the formation and development of the American federal Union to the presidential election of 1824.

(b) This course continues the study of the development of the American Union from the election of 1824 to the present time. It is

concerned with the events that precede the division of the States and those that have brought about the wonderful expansion of today.

(c) The aim of this course is to study the nature and functions of the federal, state, and local governments. Especial attention will be given to the institutions and activities which center in and serve the community life.

Normal Course

V. Civics. Text, Ashley's American Government. Five credits.

This course offers opportunity to study the origin, nature, and operations of the local, state, and federal governments.

VI. American Constitutional History. Texts, Hart's Formation of the Union and Wilson's Division and Reunion. Eight credits.

(a) This course begins with a consideration of the colonial charters, and follows the successive steps in the political and constitutional development of the Union to the administration of President Jackson.

(b) The aim of this course is to study the events and movements that culminated in the Civil War and those which have resulted in the restoration and development of the United States.

VII. Method in History. Text, Hinsdale's How to Study and Teach History. Five credits.

This course is intended to offer opportunity to teachers to study the nature of history, its educational value, and the method of teaching it in the public schools.

VIII. Economics. Text, Ely and Wicker's Economics. Eight credits.

(a) This course is a study of economic science. It includes a brief sketch of economic history, consumption, and production.

(b) This course continues the study of the elementary principles. It embraces monopolies, distribution, and finance.

DEPARTMENT OF LANGUAGES

LATIN

PROFESSOR ROBERTS

Academic Course

I. Beginning Latin. Text, Pearson's Essentials of Latin. Twelve credits.

(a) To Lesson 31. A thorough drill in pronunciation; vocabulary; first, second and third declensions and conjugations; syntax.

(b) Lessons 31 to 55. Pronouns; fourth and fifth declensions; fourth conjugation and irregular verbs; comparison of adjectives and adverbs; syntax.

(c) Lessons 56 to 76, inclusive, and Book II, Chapters 1 to 20, of Caesar. Indirect discourse; deponent verbs; imperative; gerund and gerundive; subjunctive mood; syntax; study of part of Book II of Caesar's Gallic War.

II. Caesar. Text, Allen and Greenough. Bennett's Grammar. Twelve credits.

(a) Comprehensive review of First Year Latin and study of Book I. Caesar's Gallic War; sight reading and composition; a study of the Roman army, of Gaul and the Gallic people.

(b) Book II and fifteen chapters of Book III; sight reading and composition; map drawing; term papers on Roman life and literature.

(c) Last fourteen chapters of Book III and Book IV; studies in the life of Caesar.

III. Cicero. Text, Allen and Greenough. Bennett's Grammar. Nine credits.

(a) First and second orations against Catiline; sight reading and composition; special study of the subjunctive mood.

(b) Third oration against Catiline; a thorough review of Latin grammar by the outline method.

(c) Fourth oration against Catiline and one other oration; study of Roman life and oratory in the days of Cicero.

IV. Vergil. Text, Allen and Greenough. Bennett's Grammar. Nine credits.

(a) First and second books of the Aeneid; Greek and Roman mythology.

(b) Third and fourth books of the Aeneid; Greek and Roman mythology continued; Roman poetry.

(c) Fifth and sixth books of the Aeneid; Roman poetry, review of Latin grammar.

GERMAN

PROFESSOR SCHOEN

Academic Course

I. Beginning German. Text, Bacon's German Grammar. Twelve credits.

(a) During the first term twenty-five lessons are covered.

(b) Lessons 26-50 in the text-book. Reading of an easy story, as Storm's *Immensee*.

(c) The grammar is completed. Translation of Bacon's *Im Vaterland*, Hillern's *Höher als die Kirche*, or other selected reading.

II. Second Year German. Text, Bacon's German Grammar. Nine credits.

(a) Review of verbs and the declensions of nouns. Translation, partly at sight, of Baumbach's *Der Schwiegersohn*, and Zschokke's *Der zerbrochene Krug*.

(b) Review of last part of the grammar. Translation of Riehl's *Der Fluch der Schönheit*.

(c) Prose composition. Review of the entire grammar. Translation of Freytag's *Die Journalisten*.

Normal Course

III. Third Year German. Text, Bacon's *German Composition*. Any good grammar for reference. Nine credits.

(a) About fifteen pages of text. Reading and study of Schiller's *Wilhelm Tell*.

(b) Chapters 15-25 in the text-book. For reading and as basis for conversation, Schiller's *Gustav Adolph in Deutschland*, and *Kreuz und Buer's Durch deutsche Lande*.

(c) Prose composition. Reading of Schiller's *Die Jungfrau von Orleans*. During this term several easy texts are read at sight and discussed in German.

FRENCH

PROFESSOR ROBERTS

The purpose of this department is to give an accurate pronunciation, and to develop in the student by simple and natural methods the ability to maintain a conversation in modern French. Translation, while not neglected, is subordinated to the colloquial training.

Academic Course

I. Beginning French. Text, Fraser and Squair's *French Grammar*. Twelve credits.

(a) A study of the essentials of grammar requisite for simple conversation. Phonetics. Practice in pronunciation.

(b) Continuation of grammar. Oral exercises in syntax.

(c) Irregular verbs. Translation of Guerber's *Contes et Legendes (IIme Partie)*.

II. Second Year French. Nine credits.

(a) A study of the French short story. Texts, Maupassant's *Huit Contes Choisis*. Lemartre, *Contes*.

(b) Continuation of study of short story. Text, Balzac's *Cinq Scènes de la Comédie Humaine*. A review of grammar.

(c) Study of the French novel. Translation of Merimee's *Colomba* and Dumas' *Les Trois Mousquetaires*.

Normal Course**III. Third Year French. Nine credits.**

(a) Continuation of study of novel. Texts, Hugo's *Quatre-vingt-treize*. Zola's *La Débâcle*.

(b) The French Lyric. Henning's French Lyrics of the Nineteenth Century.

(c) The study of French Drama. Translation of Corneille's *Le Cid* and Hugo's *Hernani*. Themes in French.

DEPARTMENT OF ART**MISS SLOCUMB**

Academic Course**I. First Year Art. Three credits.**

(a) Principles of Design. This course deals with the fundamental principles of art structure; line drawing, spacing, proportion, and arrangement, in exercises which involve comparison, choice, and judgment; thereby training the appreciation and power of expression. Problems in dark and light, two values, are also considered. The need and value of art teaching is discussed. Also the relation which art bears to one's everyday life and to each individual's most effective social and personal development.

(b) Theory and Harmony of Color. This work tends to a finer color feeling, developed through exercises in the theory of color. Observation and copying of good color and original color schemes. "That education is deficient which leaves one unable to judge of form and color, when he is constantly required to use such judgment." For example, appreciation of color in dress, and in house furnishings and decoration. Prerequisite, Course *a*.

(c) Household Decoration. The principles of Drawing I *a* and I *b* are applied in this course to the house. The house, rooms, floors, and coverings, walls and wall coverings, furniture, and framing of pictures are considered from several points of view, such as color, arrangement, design, good taste, suitability, simplicity, and economy. Students are led to see that good taste is not so much a question of money as that of good judgment and cultivated appreciation. Prerequisites, Drawing I *a* and *b*.

II. Second Year Drawing and Painting. Three credits.

(a) Drawing and Painting. Drawing in outline, dark and light, color, still life, flowers, fruits, vegetables, perspective, composition. Prerequisite, Course I.

(b) Public School Drawing. Theory and Practice of Teaching Art. A discussion and comparison of methods of art teaching. Discussion of public needs along art lines. The course of study. Practice teaching. Prerequisites, Courses I and II, *a*.

(c) A continuation of Drawing II *a*, with more advanced studies in pencil, crayola, wash. Lettering is taken up and the making of mottoes, posters, etc.

BOOKKEEPING AND PENMANSHIP**MR. PRINCE****Academic Course**

I. Bookkeeping. Text, Bexell and Nichols' Principles of Bookkeeping and Farm Accounts. Three credits. It is the purpose of this course to prepare teachers to teach elementary bookkeeping. Special attention will be given to home and farm accounts.

II. Penmanship. The purpose of this course is not so much to improve the penmanship of teachers as to give instruction in the most approved methods of teaching writing in the rural schools. Drills in movement and forms of letters, together with discussion of the difficulties to be overcome in teaching writing in the public schools, receive special attention.

PUBLIC SCHOOL MUSIC**PROF. SCHOEN**

I. (a) Course for beginners. One credit. This course consists of a study of the elements of music, their combination into forms, and their notation, tone thinking, music dictation, varieties of rhythm, scales and their signatures.

(b) The application of I, a. Text, Schoen's Sight Singing Material. Principles of sight singing. One credit. This course aims to give the student the ability to read music of average difficulty at sight.

II. The Appreciation of Music. Two credits. Elements of musical enjoyment, and how to listen intelligently to music. The course consists of lectures, readings, and illustrations, vocal and instrumental, of the great masterpieces of musical literature.

III. The Teaching of School Music. Two credits. For those who have completed Courses I and II or their equivalent. The course aims to prepare teachers of music for elementary and secondary schools. Special attention will be given to the problem of teaching music in rural and ungraded schools.

PIANO COURSE**. MISS MATHES**

Since the needs and capacities of individual pupils vary so widely, no one set of exercises or studies can be strictly adhered to, but the following synopsis will give an idea of the amount of work required for a certificate in piano:

Grade I. Elementary. Technical work suited to the grade; scales and chords; Peter's Pianoforte Method; Hans Reutling, Books I, II, and III; Biehl, Op. 44; Burgmüller, Op. 100; Gurlitt, Technic and Melody; Le Couppey, "The Alphabet"; Kunz, Two Hundred Canons; Leroy Campbell, Hansel and Gretel Suite; easy pieces by Gurlitt, Sartorio, Streabbog, Spaulding, Orth, Behr, Lichner, Th. Dutton.

Grade II. Intermediate. Technical work suited to the grade; scales and arpeggios; Czerny-Germer, Vol. I; Bertini, Op. 29; Bach, Little Preludes; Czerny, Octave Studies; Gorno, Pedal Studies; Heller, selections from Op. 45, 46, and 47; Sonatinas and Rondos by Clementi, Kuhlau, Dussek, Haydn, Mozart, and Beethoven; miscellaneous pieces by Merkel, Lack, Von Wilhm, Godard, Dreyshock, Ehrlich, Spindler, and others.

Grade III. Advanced. More difficult forms of scales and arpeggios in thirds, sixths, and tenths; Czerny, School of Velocity; Bach, Two and Three Part Inventions; Cramer, selections from the Buelow edition; Moscheles, Op. 70; selections; easier sonatas from Mozart and Beethoven; miscellaneous pieces by Greig, Chopin, Mendelssohn, Schumann, Liszt, Schytte, MacDowell, and others.

VIOLIN COURSE

PROFESSOR SCHOEN

I. Grade One, Elementary. Elementary exercises; scales in first position; bowing exercises; studies: Ch. de Beriot, Violin School, Part I; Kayser, Op. 20, Book I; Sevcik, Method for Beginners.

II. Grade Two, Intermediate. Finger and bowing exercises; scales; Kayser, Op. 20, Books II and III; Dont, Op. 37; Wohlfart, Hans Sitt, Book I; solos; Dancla, Airs Varies; duets.

III. Grade Three, Advanced. Bowing exercises; scales; Studies: Dont, Mazas, Casorti, Sevcik, Sitt; solos: Alard, Dancla, Ch. de Beriot.

IV. Grade Four, Advanced. Scales, Kreutzer Etudes, Fiorillo Etudes; Concertos by Viotti, Rode, de Beriot, etc.

VOICE COURSE

MISS HUNTER

Course I. Rules for breathing and their practical application. Formation of tone. Original studies for development of tone. Exercises by Concone, Books I and II, Op. 9; Sieber, Op. 92-97. Simple English songs.

Course II. Work of tone development continued. Vocalizes Concone, Books III and IV. Concone, Op. 10 and 15. Panofka, Books I and II. English and simple German songs.

Course III. Exercises in vocalization. Interpretations and temperament. Panofka, Books III and IV; Abt, Parts III and IV; Nava; Songs from English, German, French, and Italian schools.

Course IV. Finishing Studies by Varmini, Marchesi, Sieber, Op. 79. Study of oratorios, arias, and duets.

INTERPRETATION OF REQUIREMENTS FOR ENTRANCE, CLASSIFICATION, AND GRADUATION

To the end that all who matriculate in the Normal School may be properly classified and the standards of promotion and graduation may be uniform and uniformly applied, the following interpretations of the requirements prescribed by law, by the State Board of Education, and by the Normal School for the entrance, promotion, and graduation of students have been worked out. These interpretations have guided the Committee on Entrance and Promotion, and have made the work of classification and promotion more uniform, correct, and satisfactory.

SPECIAL COURSES

"Students who have had at least one year's successful experience in teaching may have special courses prescribed for them by the President, but no special course shall be permitted which requires fewer than 12 or more than 22 credits a term."

The three requirements of this class of "specials" are:

1. One year's experience in teaching.
2. Courses prescribed by the President.
3. Minimum and maximum values of credits a term.

The only students who may be properly classified as "special" students are:

1. Those described above.
2. Candidates for special certificates in Manual Training, Home Economics, and Agriculture.

REVIEW COURSES

"Special review courses in the several elementary public-school branches will be given during the winter and spring terms, and credit will be allowed on the basis of two credits a term for five recitations a week. Not more than four credits in any one Academic year will be counted as the equivalent of elective requirements, and such review credits will not be allowed in the Normal Course."

The following conditions are prescribed:

1. Five recitations a week have a value of two credits a term.
2. Not more than four "review" credits will be allowed in any one Academic year.

3. These credits can be counted only on elective requirements.

4. Such review credits will not be allowed in the Normal Course.

As interpreting the above requirements the Committee considers the following conditions:

1. Review credits may be allowed students in any Academic year, and should be credited in the year in which the students are regularly classified.

2. Students in the Normal Course may take review courses, but no school credit therefor can be counted.

3. Review courses must be included in the maximum credits students are permitted to make.

EQUIVALENT COURSES

While the requirement as to equivalent courses has special reference to courses in Home Economics, Agriculture, and Manual Training, it is not necessarily limited in its application to such courses. For one course to be considered the "equivalent" of another the following conditions should be met:

1. It should include essentially the same subject matter.

2. It should be given in the corresponding Academic or Normal year.

3. It should be taken for an equal length of time based on number and length of recitation periods.

4. The equipment employed, and the preparation and efficiency of the teacher giving the course, are essential factors and should be taken into account.

CANDIDATES FOR CERTIFICATE

Graduates of a first-class high school who are not candidates for the Normal diploma may receive the Academic certificate by meeting the following requirements:

1. Resident work for one full year.

2. The satisfactory completion of courses having a value of 60 credits, as follows:

Elementary Psychology	5 credits
General Method	5 credits
Special Method	5 credits
Practice Teaching	5 credits
School Management	5 credits

3. Any prescribed fourth-year courses not taken in the high school.

4. Electives necessary to make the total of 60 credits required. These may be chosen from the following courses:

Any fourth-year elective course.

Any Junior prescribed or elective course.

From the following courses below the grade of fourth year a maximum of 15 credits may be elected:

Plant Culture	9 credits
Paper Industry	6 credits
Biology	4-12 credits
Field Crops	6 credits
Elementary Woodwork	6 credits
Elementary Sewing	6 credits
Commercial Geography	5 credits
Soils and Fertilizers	9 credits
(If the student has had Plant Culture, Biology or Chemistry.)	
Mechanical Drawing	6 credits
Cooking	6 credits
Modern History	8 credits
(Provided only the student has had English, Ancient, and American History.)	
Music or Drawing	4 credits

Except as above named no courses below the fourth year can be accepted for fourth-year credit.

NOTE.—No applicant can be granted the Academic certificate who has not satisfactorily taken academic or high-school Physiology and Hygiene, at least two of the three courses in Biology, Physics, Chemistry, and at least two terms' work in Music and Drawing.

STUDENTS BELOW HIGH SCHOOL GRADUATION

Students below the grade of graduates of a four-year high school must complete all the prescribed courses for each year for which they do not have high-school credit approved by the Committee, and the required number of elective credits for each year.

No prescribed or elective course of a lower year can be given credit in a higher year, except by permission of the President, except as follows, and then only when such courses are not offered as substitutes for prescribed courses:

FIRST YEAR COURSES:

Plant Culture	9 credits—any academic year
Paper Industry	6 credits—any academic year
Music or Drawing	3 credits—any academic year
Beginning Latin	12 credits—second or third year

(To be followed the next year by Caesar. No credit will be allowed for less than two full years' work in Latin, French, or German.)

SECOND YEAR COURSES:

Biology	12 credits—third or fourth year
Physical Geography	5 credits—third year
Field Crops	6 credits—third or fourth year
Elementary Woodwork	6 credits—third or fourth year
Elementary Sewing	6 credits—third or fourth year
Bookkeeping	3 credits—third year
Caesar	12 credits—third or fourth year
Music or Drawing	3 credits—third or fourth year

THIRD YEAR COURSES:

Any third-year elective may be given fourth-year elective credit except beginning French or German, which may be given fourth-year elective credit provided the student has done two full years of work in some other foreign language.

1. The above-named substitutions will be permitted only to students who are below four-year high-school graduation on entrance.
2. No student will be permitted to receive the Academic certificate who has earned fewer than 240 credits, including full credit on all prescribed work.
3. No student will be given more than 15 credits of lower-year elective substitutions in any one year.
4. Except as specified no elective substitutions can be approved by the Committee.

MAJOR NORMAL ELECTIVE COURSES

The student must select work from the electives offered in at least two departments, and at least 18 credits must be worked out in each department elected as a major.

The departments from which major work may be selected are as follows:

1. HISTORY:

Modern History	8 credits
Junior Civics	5 credits
Am. Const. History	8 credits
Economics	8 credits
Method in History	5 credits

(a) Modern History may be given Junior credit only when taken in the Junior year. No such credit will be given if taken in the Academic Course or in any high or preparatory school.

(b) Civics to be credited must be taken in the Junior or Senior year. Fourth-year Civics will not be given Normal credit, and Civics taken in a high or preparatory school will not be given Normal credit.

2. SCIENCE:

Physics or Chemistry	10 credits
Botany	6 credits

Zoology	6 credits
Teachers' Geography	5 credits
Geology	5 credits

Physics or Chemistry,—one, not both,—if not taken in the Academic Course or in a high or preparatory school, may receive Junior credit if taken in the Junior year. Such course cannot be counted for both Academic and Normal credit.

3. MATHEMATICS:

Solid Geometry	5 credits
Trigonometry	5 credits
College Algebra	5 credits
Analytics	10 credits
Teachers' Arithmetic	5 credits

(a) Solid Geometry, if taken in the fourth year in the Normal School, may be given Junior credit, but if taken in a high or preparatory school, it will be given Junior credit only on written examination.

(b) Credit on Teachers' Arithmetic cannot be allowed for the course taken elsewhere than in a normal school.

4. ENGLISH:

American Literature	9 credits
English Literature	9 credits
Public School Literature	4 credits

(a) Any course in elective Normal English may be given either Junior or Senior credit.

(b) No Normal credit can be allowed for courses in English taken in any high or preparatory schools.

4. INDUSTRIAL COURSES.

“Beginning courses in the departments of Home Economics, Agriculture, and Manual Training may count as credits in the Normal Course, provided the work is continued through two years.”

1. These courses cannot be accepted as substitutes for any prescribed courses.

2. If all the courses be completed in any one of the departments named, Home Economics, Agriculture, or Manual Training, the student may offer them as meeting the requirements for one of the two departments he must elect in the Normal Course.

3. If less than all the courses in the department be completed, the student must elect two other departments as his majors.

5. FOREIGN LANGUAGES.

If a student has had four full years of preparatory Latin, first-year and second-year modern language may satisfy the requirements for one major, if taken in the Junior and Senior years.

Except as above specified, no Academic course can be accepted for Junior or Senior credits.

East Tennessee State Normal School

ESTABLISHMENT

The State Normal Schools—one each in East, Middle, and West Tennessee, and an industrial Normal School for negroes—were authorized by Chapter 264 of the Acts of 1909, popularly known as the "General Education Bill." This bill set aside twenty-five per cent of the gross revenue of the State for public educational purposes, and was amended by Chapter 23 of the Acts of 1913 by the increase of this appropriation to thirty-three and one-third per cent. Thirteen per cent, or about \$150,000, is for the maintenance of all the State Normal Schools. Each of the State Normal Schools receives from this appropriation about \$45,000 annually and the Agricultural and Industrial Normal half as much.

MANAGEMENT

The general control and management of the Normal Schools are vested in the State Board of Education, and, under authority granted by law, this Board located the East Tennessee State Normal School at Johnson City, the Middle Tennessee State Normal School at Murfreesboro, and the West Tennessee State Normal School at Memphis.

Under the law that authorized counties and municipalities to issue bonds to encourage the establishment and erection of the East Tennessee State Normal School, Washington County appropriated \$75,000 in bonds; Johnson City gave \$75,000 in bonds, free lights and free water, and provided granolithic walks to the school grounds.

Hon. George L. Carter donated a valuable site of one hundred and twenty acres, worth \$60,000, and has since built asphalt streets to the school grounds, and the Johnson City Traction Company extended its lines to the site of the school.

THE PURPOSE OF THE SCHOOL

The General Education Law of 1909, which created the East Tennessee State Normal School, clearly defined the purpose of its establishment. This was declared to be "for the education and professional training of teachers for the schools of the State."

It is a special school—a professional school for the education and training of teachers.

It attempts to confer on those who attend it that education, dis-

cipline, training, and skill which will best prepare them for teaching in the public schools of Tennessee.

It is with this purpose in view that the selection of its teachers is made and the courses of study are arranged, that libraries and laboratories are equipped, and that the Observation and Practice School is conducted.

No pupil is admitted who does not come for the one purpose of preparing to teach, and students who enter shall "first sign a pledge to teach in the public or private schools of the State of Tennessee, within the next six years after leaving the school, at least as long as they shall have attended said school."

In the preparation for teaching three general principles are recognized as essential: (1) Thorough scholarship; (2) the study of education as a science; (3) practice in teaching under expert supervision. These principles are fundamental and guide in all that relates to the work of the Normal School.

TERMS OF ADMISSION

STATUTORY PROVISIONS

Under the provisions of the law establishing the State Normal School, all white males or females resident in the State of Tennessee and not under sixteen years of age are eligible for admission, provided they shall pledge themselves to teach in the schools of the State, within six years after leaving the school, for as long a time as they shall have attended the school.

HEALTH

No applicant will be admitted who cannot furnish evidence of being physically sound, free from contagious or infectious disease, and from chronic defects that would prevent satisfactory work as a student or militate against success as a teacher.

CHARACTER

Every applicant for admission must present a certificate of good moral character, signed by a responsible person. The State is under obligation for the professional training of no person that is not qualified to exert a wholesome spiritual influence upon the lives of children.

FEES

Tuition is entirely free to all students resident in Tennessee. Students not resident in Tennessee are required to pay a tuition fee of

twelve dollars for each regular term and six dollars for the Summer Term. A registration fee of two dollars for each term is payable by all students, and must be paid before matriculation. Small fees in laboratory courses are charged for materials and breakage.

SCHOLASTIC REQUIREMENTS

For admission to the Academic Course the applicant must have completed the elementary-school course. For admission to the Normal Course, graduation from the Academic Course or from an accredited high school of the first class, or equivalent scholarship, is required. Work done in an approved high school or college will be credited for advanced standing, but the certificate or diploma of the Normal School will not be awarded for less than one full year's resident work.

Candidates for admission should write for an application blank, which will provide for a complete statement of all work done elsewhere, and for the official signatures necessary for proper certification. All work thus credited is accepted conditionally, and the credit given will be canceled if the student is found unable to do proficient work in the subjects to which he is admitted.

The regular application blank, properly certified, will be required of all applicants, as far as possible. When certification cannot be secured the committee will use its own judgment and may either accept conditionally the statement of the applicant or require an entrance examination. Special students, not candidates for graduation, may be excused from giving detailed statement of subjects completed elsewhere. Applicants who present satisfactory evidence of having completed only the elementary-school course will not be required to present the application blank, and will be admitted to the First Year of the Academic Course.

Graduates of a two-year high-school course will be admitted to the Second Year of the Academic Course, but may be given credit for such subjects in the Second Year as they shall prove to have completed in a satisfactory manner. On the same terms, graduates of a three-year course will be admitted to the Third Year, and graduates of a four-year course to the Fourth Year; except that graduates of a four-year high school of the first class will be admitted to the Junior Year, with conditions in the professional subjects of the Academic Course.

The minimum time necessary for graduation from either the Academic or the Normal Course will be three full terms, or nine months. Two summer terms will be taken as constituting one term.

CREDITS IN THE UNIVERSITY OF TENNESSEE

In order to provide for graduates of the State Normal Schools who might wish to pursue advanced courses of study leading to Bac-

calaureate degrees in the University of Tennessee, the Faculty of the University has announced that the graduates of the State Normal Schools will be admitted to the Junior Year and will be given the Bachelor's degree on the completion of two years' resident study at the university. The same standing is granted by the George Peabody College for Teachers.

COURSES OF STUDY AND CERTIFICATES

Two distinct courses of study for the State Normal Schools have been prescribed by the State Board of Education, as follows:

ACADEMIC COURSE

1. The Academic Course of four years of thirty-six weeks each. The course includes the academic subjects found in the courses of study prescribed for the approved high schools of the first class, and in addition there are required courses in Elementary Psychology, School Management, History of Education, General and Special Methods, and Observation and Practice Teaching. The Academic Course is to prepare teachers for the elementary schools of the State, and on its completion the student is given a certificate that will permit the holder to enter the Normal Course of any of the State Normal Schools of Tennessee and will entitle him to receive, without examination, a State Certificate to teach in any of the elementary schools of the State, the same to be granted under the authority of the State Superintendent of Public Instruction.

NORMAL COURSE

2. The Normal Course of two years of thirty-six weeks each. This course includes the academic subjects found in the Freshman and Sophomore years of standard colleges and required professional work, including General and Educational Psychology, History of Education, School Administration, Child Study, General and Special Methods, and Observation and Practice Teaching. The Normal Course aims to prepare teachers for any of the public schools of the State, except high schools of the first class as approved by the State Board of Education, and on its completion the student is entitled to a diploma, which is a life certificate of qualification to teach in the public schools of the State under the following regulations of the State Board of Education:

"Students who complete the prescribed work in the Normal Course in the State Normal Schools will be given a certificate signed by the President of the State Board of Education, the State Superintendent,

and the President of the Normal School, which shall entitle the holder, without examination, to a teacher's certificate for any public school in any county in the State, except high schools of the first class, and good for four years, subject only to the general regulations of the State Superintendent, for Reading Circle work and attendance at teachers' institutes and associations. At the end of the period for which such certificate is granted, it shall be made a life certificate on the recommendation of the superintendent of schools by whom the applicant was last engaged, the president of the normal school from which the teacher received his certificate, and the State Superintendent, provided the holder shall have remained continuously in school work."

SPECIAL AND REVIEW COURSES

1. Students who have had at least one year's successful experience in teaching may have special courses prescribed for them by the President, but no special course shall be permitted which requires fewer than 12 or more than 22 credits a term.

2. Special review courses in the several elementary public-school branches will be given during the Winter and Spring Terms, and credit will be allowed on the basis of two credits a term for five recitations a week. Not more than four credits in any one Academic year will be counted as the equivalent of elective requirements, and such review credits will not be allowed in the Normal Course. Review courses in all the public-school branches are given in the Summer Term.

NORMAL SCHOOL CERTIFICATES

In the General Education Bill, Acts of 1909, Chapter 264, Section 7, it is provided that "a certificate of graduation from any one of the State Normal Schools shall entitle the holder thereof to teach in any of the public schools of the State, without examination, for a period of four years from the date of such certificate. Any such graduate who completes within the said period of four years such additional course of reading and study as may be prescribed by the State Board of Education, and shall pass the required examination in the same and has proven his ability as a teacher by teaching acceptably not less than fifteen months within this period, may, upon application, be granted a permanent license to teach in any of the public elementary schools of the State."

In the Acts of 1913, Chapter 40, Section 6, it is provided that "professional certificates shall be issued by the State Superintendent of Public Instruction, as follows:

1. "An elementary certificate of the first grade to the applicant who has completed the Academic Course of the State Normal Schools.

2. "A certificate good in all schools, except high schools of the first class, to the applicant who has completed the Normal Course of the State Normal Schools.

3. "All certificates granted by the State Superintendent of Public Instruction on diplomas of the State Normal Schools shall be good in any county in the State."

The following resolution has been approved by the State Board of Education:

"After a careful investigation of the course of study prepared for the three Normal Schools, it is ordered by the State Board of Education that no certificate of the Academic Course of Study shall be issued to any one who has actually attended the school for less than one full year or who does not have at least 240 credits in the Academic Course of Study; and that no certificate of graduation from the Normal Course shall be granted to any one who has done less than one year's resident work in the Normal School, and who has less than 108 credits in the Normal Course."

SPECIAL CERTIFICATES

Special certificates in Domestic Science and Arts, Manual Training and Agriculture are granted to students who fulfill the following requirements:

1. Scholarship at entrance equivalent to graduation from a first-class high school.
2. Resident work for not less than one full year.
3. The satisfactory completion of not less than 40 credits in the special department selected.
4. The completion of the following professional courses: General Psychology, 8 credits; Child Study, 4 credits; School Administration, 4 credits; School Sanitation, 4 credits; Educational Psychology, 10 credits; Method of the Recitation, 5 credits; Special Method and Practice Teaching, 5 credits; Rural Sociology, 5 credits; College Rhetoric, 8 credits; Teachers' Grammar, 4 credits. Total prescribed courses, 57 credits.

5. The completion of additional courses in Junior and Senior years, having a value of not less than 24 credits.

Each course as outlined will require two years for completion. Students will be given credit for equivalent courses taken elsewhere. The special certificates granted on the completion of these courses, while they do not exempt the holder from taking the examinations prescribed by law, are intended to give the student preparation for teaching in these departments in any public schools of the State.

STATE EXAMINATION AND CERTIFICATION

State examinations were conducted at the State Normal School on December 18, 1915; March 10-11, 1916; May 30-31, 1916, and July 14-15, 1916, under the direction of the State Superintendent of Public Instruction, Honorable Samuel W. Sherrill.

For the school year 1916-17 State examinations will be conducted at the Normal School on December 22-23, March 9-10, and July 13-14. The questions for these examinations are prepared by the State Board of Examiners, and all papers of applicants are forwarded to the State Department of Public Instruction to be graded by the State Grading Committee selected by the State Board of Examiners.

By Section 6, Chapter 40, of the Acts of 1913, it is provided that the requirements for certificates to teach in the public schools of the State shall be uniform in all the counties, and that every certificate shall be issued by the State Superintendent of Public Instruction, under the regulations of the uniform examination law. The certificates are designated and graded as elementary certificates of the first or second grade, or high-school certificates of the first or second grade.

First-grade certificates are valid for a period of five years and second-grade certificates for a period of two years.

Under authority of the State Superintendent of Public Instruction, examinations for State elementary certificates will be given in the State Normal School, and under the direction of the State Board of Education examinations will also be conducted for high-school certificates.

PERMANENT CERTIFICATES

All first-grade certificates will become permanent certificates at the end of the five years for which they were issued, if the holders have each year done satisfactorily the work of the Reading Circle course. Permanent certificates shall be revoked if the holders discontinue school work for more than three successive years or fail to attend institutes and do the work of the Reading Circle or meet any other requirements prescribed by the State Superintendent and the State Board of Education.

Graduates of the State Normal School who hold either the Normal Diploma or the Academic Certificate and who have been granted professional certificates by the State Superintendent of Public Instruction on such diploma or certificate, may have these certificates made life certificates to teach in the public schools of the State by attendance at the Summer Term of the Normal School each year during the term of the professional certificate, or by taking and passing

the Reading Circle examination each year for an equal number of years.

SUMMER TERM

The Summer Term is a very important and helpful feature of the work of the State Normal School, and the attendance on this term indicates that it meets a real need of teachers. The registration at the Summer Term in 1912 was 339; in 1913, 484; in 1914, 617; in 1915, 688; and in 1916, 654. The Summer Term gives opportunity,

1. To teachers for adding to their scholarship and improving their professional training by taking regular or review courses;
2. To ambitious students for earning additional credits on regular courses, thus shortening the time required for certification; and
3. To students who have failed to do satisfactorily the work in any term to continue their studies and overcome their deficiencies.

In addition to the regular members of the faculty, additional teachers are employed, specialists in their work. It is planned for 1917 to employ a larger number of additional teachers than ever before and gradually to enrich the courses offered.

A special Bulletin is published in April giving full information as to the work of the Summer Term, including a detailed description of all the courses offered.

The Summer Term for 1917 will open Tuesday, June 5.

CREDITS

The unit of credit is the equivalent of one recitation a week for one regular term. In all special subjects, such as cooking, sewing, writing, drawing, industrial arts and all laboratory work, the "credit" is the equivalent of two recitations a week for one term.

The minimum requirements for the completion of the Academic Course are 240 "credits," of which 175 are prescribed and 65 elective, as follows:

- First Year—Prescribed Credits, 49; Elective, 11.
- Second Year—Prescribed Credits, 49; Elective, 11.
- Third Year—Prescribed Credits, 36; Elective, 24.
- Fourth Year—Prescribed Credits, 41; Elective, 19.

For the completion of the Normal Course 108 credits are required, of which 47 are prescribed and 61 elective, as follows:

- Junior Year—Prescribed Credits, 24; Elective, 30.
- Senior Year—Prescribed Credits, 23; Elective, 31.

CHOICE OF ELECTIVES

1. To secure the Normal School diploma at least two years' work in two departments must be completed, and the major work as elected in the Junior Year must be continued and completed in the same departments in the Senior Year. The student must make no change in

the departments elected except by permission of the President, and no deviation from the order prescribed in any department except by permission of the head of the department.

2. Latin courses below the grade of fifth-year work will not be allowed to count for Junior or Senior credits, and no credit will be allowed on modern languages for less than one full year's work. First-year modern languages may count as Junior credit if taken in Junior year, if followed by second-year work in the Senior year.

Foreign language courses taken in a high or preparatory school will not be given Normal Course credit.

3. Physics or Chemistry, if not taken in Third or Fourth Year, may be counted as electives and receive Junior credit if taken in Junior year, but such courses cannot be counted on both the Academic and the Normal Course.

4. Beginning courses in the departments of Home Economics, Agriculture, and Manual Training may count as credits in the Normal Course, provided the work is continued through two years.

5. Except as above specified, no Academic courses can be accepted for Junior or Senior credits.

NORMAL COURSE

The Normal Course requires for its completion 108 credits in addition to the credits required in the Academic Course. For admission to it the applicant must have completed the Academic Course of the Normal School or be a graduate of a first-class county high school or city high school that requires four years of high-school work. Graduates of high schools will be conditioned in 14 credits, as follows: General Methods, 5 credits; Grammar School Methods or Primary Methods, 5 credits; Music and Drawing, 4 credits. To complete the Normal Course such high-school graduates must make 122 credits, including the 108 credits embraced in the Junior and Senior Years, and 14 credits as above indicated.

Graduates of a first-class high school who are candidates for the Normal diploma may receive the Academic certificate by meeting the following requirements: First, resident work for one full year; second, the satisfactory completion of all the prescribed courses in the Junior Year; third, the completion of the courses in General Methods, 5 credits; Special Methods, 5 credits; Practice Teaching, 5 credits; School Management, 5 credits; and Music and Drawing, 4 credits; fourth, the completion of 14 additional Junior elective credits, including History of Education, 5 credits. No substitution is permitted for any of the courses named.

MINIMUM AND MAXIMUM CREDITS

The minimum number of credits for each student shall be 18 a term, and the maximum 22, except by special permission of the President.

CHANGES OF COURSE

No changes of course shall be made after matriculation, except by permission of the Committee on Entrance and Promotion, upon conference with the student and with the instructors whose classes are involved in the proposed changes. After two weeks from date of matriculation no change of course shall be made, except by permission of the President.

EXAMINATIONS

No credit will be given in any subject except on the passing of an examination, or test, as prescribed by Faculty regulations. No special examination will be given except by authorization of the President or Faculty.

GRADING AND PROMOTION

The grades of all students are expressed numerically on the scale of one hundred, in multiples of five, the passing grade in any subject being seventy.

BUILDINGS AND EQUIPMENT

The buildings include a main, or academic building, the dormitory for women, the dining-hall, including the kitchen and laundry, a model school-building, the heating plant, and a residence for the President.

MAIN BUILDING.—In the main building are the offices, laboratories, recitation-rooms, library, society halls, and auditorium—in all about forty rooms.

The class-rooms are furnished with modern desks and recitation seats, and the laboratories are being fully equipped with all needed apparatus and supplies. The Manual Training rooms are equipped with the most modern equipment, and the students in the Department are taught to make additional equipment as it is needed.

WOMEN'S DORMITORY.—The women's dormitory contains two double parlors, twelve study-rooms, twelve bath-rooms, and forty-four large bedrooms with closets. Each room is furnished with shades, rugs, dresser, table, chairs, iron bedstead, springs, and mattresses.

DINING-ROOM.—The kitchen and dining-room are in a building

ninety by one hundred and ten feet, and one story and a basement in height. The dining-room is fifty by ninety feet, with windows on four sides, and is ample for 350 boarders. The kitchen and dining-room are supplied with modern equipment, and are sanitary in every way.

MODEL SCHOOL-BUILDING.—The new model school-building, first occupied in February, 1915, was planned as a type for consolidated schools. It contains agriculture and manual training room, cooking and sewing room, three class-rooms, reading-room, office, and auditorium. In each class-room are cloak, lunch, and teacher's closets, and a book-case. The auditorium, which will seat three hundred, has stage, dressing-rooms, and footlights. The heating, lighting, and ventilation of the building are perfect.

GROUNDS.—All these buildings, together with the residence, are located on a commanding site, comprising a hundred and twenty acres, and donated by Hon. George L. Carter, whose splendid generosity means so much to the young men and women in East Tennessee. The grounds are ample for the growth of the School for all time.

NORMAL CAFETERIA—The Normal School Cafeteria was opened at the beginning of the Summer Term, 1916, and furnished ample boarding accommodations for all students who do not take meals in the regular dining-room. This new building, which is forty feet wide and eighty feet long, was erected at a cost of about \$2,000 and is completely furnished with all modern cafeteria equipment. It is conducted so that the rates are made to cover only the actual expense of operation.

CAMPUS AND GROUNDS

Much attention is being given to the beautifying of the grounds and parks, which by their natural attractiveness offer exceptional opportunity for artistic landscape gardening. The entire campus has been sown in bluegrass, and the more than thirty-five hundred trees and shrubs planted under the supervision of Professor Charles A. Keffer, of the University of Tennessee, are already contributing much to the natural beauty of the grounds. One mile of macadamized roadway has been built, reaching all the buildings and setting off to the best advantage the beauty of the buildings, campus, and park.

HEALTH CONDITIONS

The school site of 120 acres has an elevation above sea level ranging from 1,675 to 1,875 feet. At the main building the altitude is 1,710 feet. Only a few miles away are mountains reaching from 2,500 to 4,000 feet. Roan Mountain, towering 6,313 feet high, is only twenty-five miles away. The elevation of the School and the proximity of the higher mountains make the climate refreshing and invigorating, and give to student and teacher an ideal place for study, recreation, and rest.

The water supply is abundant and pure, coming some twelve miles in pipes from never-failing free-stone springs in the near-by mountains and having a daily flow of 4,000,000 gallons.

With a desirable elevation, an invigorating atmosphere, a never-failing supply of the purest water, and inspiring views on every hand, it is not surprising that in four years, with a total registration of more than 3,000, there has been no case of serious illness in the School.

SUMMARY OF EXPENSES

TUITION

Tuition is free to students resident in Tennessee. Non-residents pay \$12.00 for each regular term, and \$6.00 for the Summer Term. All pay in addition a registration fee of \$2.00, and a student-activity fee of \$1.00 for each term. A nominal fee is collected from those who take laboratory courses, to cover breakage and the cost of materials, and the actual cost of supplies used in the Department of Industrial Arts is charged to all who take any of the courses in manual training or domestic science.

These fees are as follows: Chemistry, \$1.00 a term; Physics, 50 cents a term; Sewing, 50 cents a term; Cooking, \$1.00 a term; Wood Turning, 50 cents a term; Paper Industry, 50 cents a term; Public School Industrial Arts, 50 cents for the course. These must be paid to the Bookkeeper on matriculating in the course.

No library fee is charged, but students who wish to withdraw books from the library are required to make a deposit of \$1.00, which is subject to refund.

ROOMS

Furnished rooms in the women's dormitory cost only \$6.00 for each regular term, and \$3.00 for the Summer Term. Desirable rooms for men and women can be found in convenient parts of town at \$1.00 a week for each occupant. The Committee on Students' Homes will give all needed assistance in finding suitable accommodations for students. Students wishing to secure rooms in private homes should communicate with Professor C. E. Rogers, chairman of the committee.

BOARD

All who can be accommodated in the dining-hall will be given board at actual cost of food and service. This cost will not exceed \$2.50 a week and may be kept as low as \$2.00 a week. Students may, if they desire, rent a private residence in town and by the club plan make their expenses lower than estimated above. Noonday lunches are

served in the dining-room of the Domestic Science Department at a nominal cost, making it unnecessary for students to return to their homes at the noon recess.

SUMMARY

The estimated school expense, lowest and highest, for students for one regular year of nine months are as follows:

	<i>Men</i>		<i>Women</i>		
	Free		Free		
Tuition					
Registration fee	\$6.00	\$6.00	\$6.00	\$6.00	
Student-activity fee	3.00	3.00	3.00	3.00	
Lodging in dormitory.....	18.00	18.00	
Boarding in dining-room.....	72.00	90.00	72.00	90.00	
Lodging	36.00	42.00	
Books	6.00	10.00	6.00	10.00	
<hr/>		<hr/>		<hr/>	
Totals	\$123.00	\$151.00	\$105.00	\$127.00	

The expenses for one regular term will be from \$40.00 to \$50.00 for men, and from \$35.00 to \$45.00 for women.

INFORMATION FOR PROSPECTIVE STUDENTS

HOW TO COME

Johnson City is on the Knoxville-Bristol division of the Southern Railway, with four trains each way daily; on the Carolina, Clinchfield, and Ohio Railway, with four trains daily; and is the terminus of the East Tennessee and Western North Carolina Railway, with three trains daily. All passenger trains reach Johnson City in the day-time, except the afternoon local train from Knoxville. The Carolina, Clinchfield, and Ohio Railway has established a flag station at the side entrance to the grounds of the Normal School.

HOW TO REACH THE GROUNDS

On arrival in Johnson City students should come at once to the Normal School and report to the chairman of the Committee on Students' Homes, Professor C. E. Rogers, or, if lodging has been reserved in the Dormitory, to the Matron.

Come to the Normal School on the street car. Cars pass near the railway stations every thirty minutes, from 5:30 a.m. until 10 p.m. Do not engage a transfer wagon or dray to deliver trunks or baggage, but deliver your checks to Professor C. E. Rogers, or the Matron, who will have your baggage sent to your room if in the city or

Dormitory at a cost not exceeding twenty-five cents for each piece, or if outside the city at a cost of fifty cents.

HOW TO SECURE ROOMS

Young women, to the number of one hundred and sixteen, may secure rooms in the Dormitory by writing to the President. Those who apply too late to secure dormitory rooms may have rooms secured in the city at the most reasonable rates possible. A list of excellent rooms and boarding places for men and women has been made, and a committee will be found ready to assist in making a suitable selection. Those applying for rooms or board in the city should write to the chairman of the Committee on Students' Homes, Professor C. E. Rogers.

WHAT TO BRING

A list of the furnishings in the dormitory will be found on page 60 of this bulletin. Young women should bring in addition the following articles: Pillow, pillow cases, sheets, blanket, comfort, bedspread, towels, and other necessary toilet articles. Men and women lodging in homes secure furnished rooms.

HOW TO MATRICULATE

Go to the office of the Dean and fill out a registration card. Assignment of studies for the term will then be made by the Committee on Entrance and Promotion. The chairman of the committee will give the student a matriculation card, which, after all fees have been paid to the Bookkeeper, will be signed by the President, admitting the holder to all classes thereon assigned. All needed text-books may be secured from the Normal supply room in the main building.

SCHOOL TICKETS

For the benefit of the out-of-town students attending the Normal School, commutation tickets good for twenty-three round trips, if used within one month from the date of purchase, can be secured at the rates indicated in the tables below. These tickets can be purchased only at the Johnson City ticket offices, and upon the certificate of an official of the Normal School that the purchaser is a bona fide student of the School.

Southern Railway

STATIONS	<i>Distance from Johnson City</i>	<i>46-Trip Commuta- tion Tickets</i>
Bristol, Tenn.	24.9	\$6.80
Vance, Tenn.	18.6	5.60
Bluff City, Tenn.	13.7	4.60
Piney Flats, Tenn.	8.9	3.80
Watauga, Tenn.	5.1	3.00

STATIONS	<i>Distance from Johnson City</i>	<i>46-Trip Commuta- tion Tickets</i>
Carnegie, Tenn.	1.2	1.60
Miller, Tenn.	5.1	3.00
Jonesboro, Tenn.	7.9	3.40
Telford, Tenn.	13.1	4.50
Washington College, Tenn.	15.3	4.90
Limestone, Tenn.	18.4	5.50
Chuckey, Tenn.	22.1	6.40
Afton, Tenn.	25.6	7.00
Greeneville, Tenn.	31.7	8.10

Carolina, Clinchfield and Ohio Railway

Boone, Tenn.	8.7	\$2.35
Chestoa, Tenn.	19.2	5.25
Erwin, Tenn.	16.2	4.20
Fishery, Tenn.	13.7	3.70
Fordtown, Tenn.	17.3	4.75
Gray, Tenn.	12.5	3.48
Hemlock, Tenn.	20.7	5.50
Indian Ridge, Tenn.	7.0	1.85
Kingsport, Tenn.	26.2	7.10
Loves, Tenn.	17.7	4.75
Marbleton, Tenn.	7.1	2.10
Okalona, Tenn.	4.2	1.85
Pactolus, Tenn.	22.8	6.05
Rotherwood, Tenn.	30.1	8.15
Unaka Springs, Tenn.	19.7	5.25
Unicoi, Tenn.	10.6	2.90

East Tennessee and Western North Carolina Railway

Blevins, Tenn.	19.5	\$6.00
Crabtree, Tenn.	23.5	6.50
Cranberry, N. C.	34.0	9.00
Elizabethton, Tenn.	9.5	4.00
Elk Park, N. C.	31.7	8.50
Hampton, Tenn.	14.25	5.00
Milligan College, Tenn.	3.7	2.50
Roan Mountain, Tenn.	25.7	7.00
Shell Creek, Tenn.	27.5	7.50
Sycamore Shoals, Tenn.	7.7	3.75
Valley Forge, Tenn.	12.25	4.50
Watauga Point, Tenn.	5.7	3.50
White Rock, Tenn.	21.5	6.75

MICELLANEOUS INFORMATION

LITERARY SOCIETIES

Two literary societies were organized during the year 1911-12: the Pestalozzian by the young men, and the Sapphonian by the young women. During the Spring Term of the year 1912-13 the Mary Moore Davis Society was organized by the young women, and during the Spring Term of 1913-14 the Watauga Literary Society was organized by the young men. This society was reorganized in 1914-15 as the Columbian Literary Society. All the societies hold their weekly meetings in the Society Hall in the main building, and have been important factors in the life of the School.

Inter-Normal Debating League

In 1913 a triangular debating league was organized by the State Normal Schools of Tennessee. The third annual debate was held on April 28, the question for discussion being, "Resolved, That the United States should maintain an army and navy at sufficient strength only for effective police duty." This question was debated simultaneously at each of the Normal Schools.

The East Tennessee Normal School was represented at Murfreesboro by Judd Acuff, of Knox County, and George C. McKenzie, of Meigs County, supporting the affirmative; and at Johnson City by W. Paul Worley, of Washington County, and Ira E. Gillenwater, of Blount County, supporting the negative. At Johnson City the following program was observed:

Third Annual Debate

STATE NORMAL AUDITORIUM—8 P. M.

Piano Duet—Hungarian Rhapsody, No. 2.....*Liszt*
Edith Baxter, Alda Sams

Invocation

Male Quartet*Lady of Beauty*

DEBATE

QUESTION

Resolved: That the United States should maintain an army and navy at sufficient strength only for effective police duty.

AFFIRMATIVE

Carlisle Herron, Shelby County.

A. R. Worley, Obion County

Clifton Parrott, Shelby County (Alternate)

(Representing the West Tennessee State Normal.)

NEGATIVE

W. Paul Worley, Washington County

Ira E. Gillenwater, Blount County

E. Claude King, Washington County (Alternate)

(Representing the East Tennessee State Normal.)

Soprano Solo and Quartet *Annie Laurie*
Blanche Eldridge and Male Quartet.

Decision of Judges.

JUDGES

Superintendent O. L. McMahan, Newport, Member of State Board of Education.

Professor W. L. Gentry, Jefferson City, Member of State Board of Education.

Professor A. G. Sanders, Emory and Henry College.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The young women of the School have maintained a strong and active Christian Association, which holds weekly devotional meetings in the Society Hall. This organization has rendered valuable assistance throughout the year in providing committees of young women to meet trains, to conduct new students to their assigned places of residence, and to assist new students in selecting courses of study and finding their recitation rooms. In addition, the association maintains a store in the main building, where stationery, writing materials, confections, and many useful articles may be purchased by students at reasonable prices.

STUDENT ACTIVITY ASSOCIATION

In the Fall Term of the current year the student body organized itself into a Student Activity Association for the purpose of giving direction and support to the various activities of the School. This Association, which includes the entire membership of the School, collects from each student a fee of one dollar a term. The funds thus collected go to the support of a lyceum course, the student magazine, and the several forms of athletics.

THE WALKING CLUB

The Walking Club takes frequent trips to nearby points of scenic and historic interest. Members of the Faculty act as chaperons.

Milligan College, Boone's Tree, Sycamore Shoals, White Rock, King's Spring, the Saltpeter Cave, and other places have been visited. The membership of the Walking Club is open to any member of the School.

PUBLICATIONS

The official publication of the School is The East Tennessee State Normal School Bulletin, published monthly. During the current year the following numbers have been issued:

Vol. V, No. 1—Annual Catalog, 1915-16.

Vol. V, No. 2—Superintendents' Number.

Vol. V, No. 3—Consolidation of Schools; "Moonlight" Schools.

Vol. V, No. 4—Home Economics Conference.

Vol. V, No. 5—Synopsis of Courses and Credits; Requirements for Entrance, Classification and Graduation; State Examination and Certification of Teachers.

Vol. V, No. 6—Needed School Legislation; Economic Use of the Public School Fund; Alumni Record.

Vol. V, No. 7—Announcements for Spring and Summer Terms; East Tennessee Educational Association; Normal School Catechism.

Vol. V, No. 8—Summer Term Number.

Vol. V, Nos. 9-10—Announcement of Summer Term; Schedule of Recitations.

The student body, under Faculty direction, publishes eight times a year The Blue and Gold. This student journal is intended to offer opportunity to develop skill in writing and practice in the management of a school magazine.

FARM AND GARDEN

The School garden is the outdoor laboratory for the Agricultural Department. Here the student is given individual plats to manage and make practical application of the science of farming. Studies in fertilizing, tillage, methods, rotation, and succession of crops are in progress throughout the year.

The products of the plats are disposed of to the dining hall or to merchants. A home canner not only affords means for teaching, but is used to preserve garden products for the dining hall. In all operations the purpose is to make each exercise a practical application of correct methods as set forth in the text-book.

ATHLETICS

In the absence of a regular coach, the athletics of the School have been directed by Miss Fennessee, Professor Burleson, Professor Fox, and Professor Gabbard. The sports of chief importance are: basketball, track and field events, and baseball. Football is to be introduced this fall.

During the past season both the girls and young men developed strong basketball teams, each of which won a majority of the games played. After the close of the regular season, a series of inter-class games was played.

Under the direction of Professor Burleson, four excellent tennis courts have been constructed. During the year a tournament was held among the students of the School, and also one with Milligan College.

One of the important athletic events each spring is the track and field contests among the students of the Normal School. The winners in these contests compose the track team, which meets the other schools and which was victorious the past season.

In baseball the Normal has a strong team, which played the leading colleges in East Tennessee.

The object of athletics in the Normal School is not merely to train teams for inter-scholastic contests, but to provide a suitable means of recreation for every student.

DISCIPLINE

The management of the School has been an easy problem to work out, and is almost entirely student self-government. The class of students that come to us have a definite purpose and understand that the profession for which they are preparing has high standards and ideals. They conform to those regulations of their own volition, and in only a very few instances has it been necessary for any member of the Faculty to confer with any student relative to improper conduct.

SCHOOL RECORDS

A complete and accurate system of school records is kept. These show every important fact related to the student's connection with the School from the day of his entrance to the time of his leaving, and provide for a record of his work after graduation.

FACULTY MEETINGS

A Faculty Council has recently been organized, consisting of the President, Dean, and the heads of departments. The members of the Council meet twice each month and conduct the ordinary routine business of the School.

The entire Faculty meets regularly. At these meetings reports of committees are made and individual reports submitted. Most of the time at Faculty meetings is devoted to discussion of the larger and more vital problems of education, with especial reference to East Tennessee and the work of the State Normal School.

At each meeting a paper is read by some member, and is then

open for general discussion. The following papers have been presented:

October 12, "Art Education in the Public Schools," by Miss Slocumb.

November 30, "Music in the Rural Community," by Professor Schoen.

January 11, "Agricultural Education for the Schools of Tennessee," by Professor Haworth.

February 15, "Report on Changes in Standard of Grading in this School Since February, 1915," by Professor Rogers.

February 15, "The Evolution of the Greatest City in the World," by Professor Kennedy.

March 21, "The Elementary Teacher," by Miss Cooper.

PUBLICITY

Through the splendid coöperation of the East Tennessee daily and weekly newspapers the work of the State Normal School has been brought to the attention of the people of East Tennessee in a most helpful and effective way. The bulletins of the School are sent regularly to all county superintendents, members of boards of education, and teachers. The extension work done by members of the Faculty in almost every county has brought to the notice of the people the aims and purposes of the School. The Conference of East Tennessee County Superintendents, at its meeting in June, 1915, adopted the Bulletin of the School as its official publication, and during the current year the Bulletin has been issued monthly, some of the numbers being devoted exclusively to the work being done in the various counties in East Tennessee by superintendents and school boards.

EXTENSION WORK

Believing that a State Normal School can do a most effective type of extension work in the several counties at sessions of the county court, school rallies, teachers' meetings, agricultural meetings, good-roads meetings, school commencements, etc., it has been the policy of the State Normal School to attend such meetings, and during the year all of the East Tennessee counties have been visited once or more by the President, Dean, or some member of the Faculty. In this way the Normal School coöperates with all movements for improving the life of our people.

The following list shows some of the extension work done by members of the faculty from July 15, 1915, to July 15, 1916:

President Gilbreath:

August 6—Erwin, Teachers' Meeting.

August 7—Morristown, Teachers' Meeting.

August 16—Loudon, County Court.
August 30, 31—Knox County, School Campaign.
September 1—Knox County, School Campaign.
September 2—Clinton, County Fair.
September 3—Blount County, Educational Meeting.
September 4—Campbell County, Educational Rally.
September 25—Greene County, Educational Rally.
September 28—Cocke County, School Meeting.
October 6—Sequatchie County, High School Conference.
October 7, 8—Bledsoe County, School Meetings.
October 19-21—Grainger County, Educational Campaign.
October 22—Sevier County, School Rally.
October 27—Blount County, School Rally.
October 28—James County, School Meeting.
October 29—Bradley County, School Meeting.
November 2-5—Greene County, Educational Campaign.
November 16, 17—Nashville, Meeting of State Board of Education.
January 3—Sevier County, County Court.
January 13, 14—Nashville, Public School Officers' Association.
January 27—Chattanooga, Education Day, Women's Clubs.
January 27—Bradley County, School Commencement.
March 2—Johnson City, Episcopal Convocation.
March 3—Greene County, School Commencement.
April 3—Cocke County Court.
April 6—Johnson County, High School Commencement.
April 11—Sullivan County School Commencement.
April 13—Johnson City, Chamber of Commerce.
April 16-19—New Orleans, Southern Conference.
April 20-22—Knoxville, East Tennessee Educational Association.
April 25—Hiwassee College, Commencement.
May 8—Unicoi County, Good Roads Mass Meeting.
May 16—Polk County, High School Commencement.
May 18—Johnson City, U. C. T. Convention.
May 19—Sulphur Springs, High School Commencement.
May 25—Marion, Virginia, High School Commencement.
June 12—Hamilton County, Summer School.
June 25—Greeneville, Union Sunday School Meeting.
July 3—Anderson County Court.

Professor Burleson:

July 15—Milligan College, School Rally.
July 23—Greeneville, Teachers' Meeting.
October 1—Columbus Powell School, Library Day.
October 7—Morristown, School Rally.

October 18—Johnson City, Monday Club.
November 12—Unicoi, School Rally.
November 19—Clinton, County Fair.
November 24—Elizabethton High School.
November 28—Johnson City, Union Meeting of Men's Bible Classes.
December 3—Milligan College.
December 8—Johnson City High School.
December 11—Ordway, County Institute.
January 1—Poplar Ridge, School Rally.
January 3—Erwin, County Court.
February 13—State Normal School, Y. W. C. A.
March 6—Johnson City, Monday Club.
April 2—State Normal, Y. W. C. A.
April 16—New Orleans, Conference for Education and Industry.
April 25—Fall Branch, High School Commencement.
May 14—Washington College, Society of Christian Endeavor.
May 18—Madisonville, High School Commencement.
June 18—State Normal, Y. W. C. A.
July 4—Newcomb, Fourth of July Rally.

Professor Rogers:

July 29—Jonesboro, Teachers' Meeting.
August 26—Jonesboro, Teachers' Meeting.
September 30—Jonesboro, Teachers' Meeting.
October 28—Jonesboro, Teachers' Meeting.
November 25—Jonesboro, Teachers' Meeting.
January 29—Jonesboro, Teachers' Meeting.
February 26—Jonesboro, Teachers' Meeting.
March 25—Jonesboro, Teachers' Meeting.
April 29—Jonesboro, Teachers' Meeting.
April—Johnson City, High School Chapel Exercise.
June 11—Johnson City, Epworth League Educational Day.

Professor Wilson:

July 26-31—Hancock County, Teachers' Institute.
August 7—Johnson City, S. C. Williams' Bible Class.
November 6—Sulphur Springs, Farmers' Association.
November 23—Washington College, Educational Meeting.
November 26—Nashville, Tennessee State Teachers' Association.
December 1—White Pine, Educational Rally.
December 6—Washington College, Teachers' Meeting.
December 14—Newland, North Carolina, Commencement.
December 15—Elk Park, North Carolina, Dedication of High School.

February 14—Snow's Chapel, Educational Rally.
March 19—Johnson City, S. C. Williams' Bible Class.
March 23—Crossnore, North Carolina, Commencement.
April 2—Johnson City, S. C. Williams' Bible Class.
April 22—Knoxville, East Tennessee Educational Association.
May 1—Bluff City, Board Meeting.
May 5—Bluff City, Board Meeting.
May 12, 13—Oakdale, Board Meeting.
May 13—Austin Springs, County Sunday School Convention.
May 18—Oakdale, Making plans for new High School.

Miss Smith:

June 2—Beaumont School, Community Conference.

Miss Yoakley:

Two terms, Saturday class for teachers—Commercial Geography.

Professor Schoen:

October 28—Belle Morris School, Organizing work in music.
March 25—Johnson City, Washington County Teachers' Meeting.
April 21—Knoxville, East Tennessee Educational Association.

During the year Professor Schoen has published:

Two Educational Assumptions, Education, October, 1915.

Music in Rural Community, Musical America, January, 1916.

The New Order in Music Education, Musical Observer, February, 1916.

Music and the Ideal Citizen, School Music, February, 1916.

Professor Barnes:

December—Munsey Memorial Church Bible Class.
April—Johnson City, Washington County Teachers' Meeting.
May—Johnson City, Chapel Exercises, High School.

Three terms Saturday classes for city teachers, Psychology and Special Methods.

Miss Armstrong:

Unicoi, School Rally.

October 7—Morristown, School Improvement Association.

Johnson City, Monday Club.

November 12—Johnson City, Home Economics Conference.

November 16—Nashville, Conference for Teachers of Home Economics in High Schools.

November 17—Nashville, Conference for Teachers of Home Economics in High Schools.

Church Hill, School Rally.

Church Hill, Community Meeting.

April 21—Knoxville, East Tennessee Educational Association.

Washington College, Community Meeting.

Professor Haworth:

July 17-22—Sullivan County Institute.
October 11—Bluff City, School Meeting.
January 3—Ooltewah, County Court.
February 11—Mill Point, School Meeting.
February 22—Apison; School Meeting.
March 3—Mt. Pleasant, School Meeting.
March 10—Gilbreath Consolidated School.
March 16—Sulphur Springs, School Meeting.
March 18—Rocky Springs, School Meeting.
March 31—Baileyton, School Meeting.
April 3—Blountville, County Court.
April 8—Piney Flats, School Meeting.
April 15—Garbers, School Meeting.
May 5—Friendsville, School Meeting.
May 18—Farmers' Convention, Knox County.
May 19—Clinton, High School Commencement.

Dean Mathes:

October 25—School Rally, Grassy Valley, Cocke County.
April 8—County Teachers' Association, Athens.
April 19—High School Commencement, Chuckey.
April 22—Closing Exercises of Public School, Maryville.

Professor Alexander:

July 19-24—Campbell County, County Institute.
July 26-28—Jefferson County, County Institute.
August 17—Russellville, Educational Meeting.
August 25—Newport, Educational Meeting.
August 26—Bybee, School Rally.
September 24—Greenville, County Teachers' Association.
September 28—Kingsport, School Rally.
November 25—Arcadia, School Rally.
December 12—Johnson City, Munsey Memorial Class.
January 19—Johnson City, Christian Church.
February 20—Johnson City, Watauga Ave. Presbyterian Church.
March 23—Hampton, Close of School.
April 20-22—Knoxville, East Tennessee Teachers' Association.
April 28—Boone's Creek Academy, Close of School.
May 19—Jonesboro, Graduating Class, High School.
May 28—Johnson City, Watauga Avenue Presbyterian Church.
July 13—Morristown, County Court.

Dr. Kennedy:

July 22-27—Rogersville, Institute.
December 10—Erwin, School Meeting.

March 24—Caryville, Commencement.

April 6—Lowlands, Commencement.

April 23—Erwin, Commencement.

Miss Cooper:

July 17-18—Greeneville, County Institute.

September 11—Maryville, County Teachers' Meeting.

October 9—Maryville, County Teachers' Meeting.

November 7—Maryville, County Teachers' Meeting.

Professor Sowder:

September 17—Clear Branch, Union School Rally.

October 15—Rock Creek, School Rally.

October 16—Flag Pond, School Rally.

November 11—Unicoi, Community Meeting.

November 5—Jonesboro, Corn Show.

December 12—Washington College, School Meeting.

March 3—Sulphur Springs, Farmers' Week.

March 10—Columbus Powell, School Meeting.

May ..—Washington College, Farmers' Union.

May 19—Martha Wilder, School Meeting.

June 24—Washington College, Community Meeting.

The Normal School, through its faculty, is desirous of giving assistance in every way possible in all efforts looking to better school facilities, better teaching, and better living conditions throughout its territory—the thirty-five counties of East Tennessee. While the School may not be able to respond to all of the calls made upon it for help, it will, in every case possible, render assistance in the following ways:

I. To County Courts:

1. Addresses in the interest of higher school levies, high schools, consolidated schools, school-bond issues, longer terms, and larger salaries for better teachers.

II. To Boards of Education:

1. Assistance in securing suitable teachers through the Normal School Committee on Appointment and Employment.

2. Furnishing floor plans for school buildings, and giving estimates of costs of proposed buildings.

III: To Superintendents:

1. Professional help in all questions of school administration.
2. Addresses at school rallies and community meetings.
3. Help in the selection of suitable teachers.
4. Addresses at monthly teachers' meetings.
5. Annual conference at the State Normal School.

IV. To Teachers:

1. Aid in securing desirable positions.
2. Professional help through correspondence.
3. Plans for industrial work in cooking, sewing, school gardens, manual training, etc.
4. Plans for community work: parent-teachers' associations, club work, etc.

V. To Farmers:

1. Short courses in agriculture offered during the Winter Term.
2. Individual help in solving farm problems, as milk testing, spraying, seed testing, fertilizers, etc.
3. Plans and specifications for farm buildings, farm equipment, such as water systems, silos, gates, etc.

VI. To Women:

1. Short courses in home economics during the Winter Term.
2. Address at mothers' meetings and school-improvement leagues.
3. Plans for community work for women.

POSITIONS

The school authorities of the State may reasonably demand assistance of the State Normal School in finding efficient teachers, and as far as possible this demand will be met. Graduates will be recommended for desirable positions, and school boards desiring to employ the best teachers will be given every possible help. To care properly for the work of securing teachers for positions, a Committee on Appointments and Employment has been appointed, and the services of this committee will be absolutely free of cost to schools and school officials and to students of the Normal School. Qualified teachers desiring positions and school boards seeking efficient teachers should write to Professor F. W. Alexander, chairman of the Committee on Appointments and Employment.

BETTER SCHOOLS

A demand of the people of Tennessee is for better public-school teachers. With the large increase in school revenues in recent years this demand has become very imperative, and with it has come the demand for better schoolhouses and equipment and modern courses of study. The Normal School stands for these larger and better things and will assist in the preparation of teachers for more complete service, so that the life and activity of our people may be made richer, fuller, and more productive.

AIMS AND POLICY

The East Tennessee State Normal School hopes to contribute to the solution of the educational problems in the State with especial

reference to the needs of the East Tennessee public schools. The report of the State Superintendent of Public Instruction and the census of 1910 reveal many school conditions that are being given careful study by the Normal School. Some of these conditions are as follows:

1. There is a large percentage of illiteracy in the scholastic population.
2. Many children that should be in school are not enrolled.
3. Of those enrolled a large number are irregular in attendance.
4. Of the total enrollment nearly one-third is found in the first grade.
5. A large number of the school children quit school before reaching the fourth grade.
6. Very few children complete the elementary-school course.
7. Most of the country schools are one-room, one-teacher schools.
8. The average expenditure for public schools per child per year is very low.
9. The average value of schoolhouses indicates very inferior school buildings and equipment.
10. The school term is only about five months.
11. The average yearly salary of teachers indicates a low grade of teaching efficiency.

While the purpose of the State Normal School, as declared by the General Education Law, is "for the education and professional training of teachers for the public schools of the State," in a broader sense the school is interested in the investigation of all the problems given above, and others looking to bettering the condition of the people throughout the territory which it was established to serve.

CO-OPERATION

The heartiest coöperation of county superintendents and school boards is essential if the Normal School is to do the largest good for the public schools of the State. This coöperation can be made effective by urging the attendance of teachers and young men and young women who expect to become teachers, and by the promise of preference, in employment and better salaries, to those who prepare themselves for better work by attendance in the Normal School. This coöperation is earnestly invited, and the Normal School in return pledges its best services and support to all the public-school authorities of the State.

NOTABLE EVENTS OF THE SCHOOL YEAR

LYCEUM COURSE AND LECTURES

Under the management of a Faculty Committee on Lectures and Entertainments an attractive Lyceum Course was presented during the year. The course was well supported by the student body, as well as by the citizens of Johnson City, and the committee will offer a strong course for next year.

In addition to the Lyceum Course, lectures and addresses have been delivered by a number of visiting educators and others. Among the notable entertainments and addresses have been the following:

September 16, 1915—Rev. W. A. Jonnard, Rector of St. John's Church, Johnson City.

September 17—Rev. Dayton A. Dobbs, D.D., Pastor of Watauga Avenue Presbyterian Church, Johnson City.

September 18—Rev. Gilbert Glass, Pastor of First Presbyterian Church, Johnson City.

September 21—Rev. John M. Crowe, D.D., Pastor of Munsey Memorial Methodist Episcopal Church, South, Johnson City.

September 22—Rev. George Green, D.D., Pastor of Central Baptist Church, Johnson City.

September 24—Rev. L. D. Riddell, Pastor of First Christian Church, Johnson City.

State Superintendent Samuel W. Sherrill.

November 10—Mrs. C. H. Slack, of Nashville. Illustrated lecture on Tennessee History.

November 11—Mrs. Arthur C. Akin, Johnson City, soprano.

November 12-13—Home Economics Conference. Miss Carrie Lyford, U. S. Department of Home Economics. Miss Edith Stetson, Home Economic Department, Tusculum College. Hon. J. L. McBrien, U. S. Department of Education.

November 23—Rev. Warren H. Wilson, D.D., Head of Country Life Department in the Presbyterian Church, U. S. A.

November 30—Rev. R. E. Coram, Association Evangelist.

December 7—Rev. J. W. Perry, Presiding Elder Morristown District, M. E. Church, South.

December 9—Haseltine Opera Company.

- January 13, 1916—Rev. Frank A. Campbell, Pastor Presbyterian Church, Erwin.
- January 14—Rev. J. M. Emert, Pastor First Methodist Episcopal Church, Johnson City.
- Rev. J. A. Stapleton, Morristown, Evangelistic Singer.
- January 15—Superintendent Charles E. Anderson, Johnson City Public Schools.
- January 18—Rev. C. C. Menzler, State Secretary of Corrections and Charities.
- January 25—Rev. H. C. Clemens, Distributing Agent of Associated Charities, Johnson City.
- February 5—Principal R. H. Hixson, Johnson City High School.
- February 12—Rev. J. M. Bass, evangelist, and Rev. J. W. Brown-ing, evangelistic singer.
- February 24—R. S. Maddox, State Forester of Tennessee.
- February 26—Miss Blossom Swift, soprano.
- March 7—Weatherwax Brothers' Male Quartet.
- March 8—Rev. S. D. Long, D.D., President of Martha Wash-ing-ton College.
- March 21—Rev. Martin, evangelist.
- March 25—Dr. Harry W. Laidler, Organizer of the National Student Socialist Movement.
- March 28—State Superintendent Samuel W. Sherrill.
- March 24—Professor W. Powell Hale, reader and impersonator.
- March 30-June 1—Country Church and Country School Conference. Rev. Warren H. Wilson, D.D.; Dean Ford, Lincoln Memorial University; Professor Clinton H. Gillingham, Maryville College; Superintendent Sam Y. Adcock, Bradley County Public Schools; Dean J. H. Jarvis, Athens School, University of Chattanooga; Hon. Stewart Hammer, Recreation Secretary U. S. Department of Education, Mrs. Cora Wilson Stewart; Miss Anna Lee Mitchell, Principal Kingsport Graded School.
- April 3—The Savranoffs, under direction of the Redpath Lyceum Bureau.
- April 4—Miss Rhea Hunter, Johnson City, soprano.
- April 11—Rev. J. S. W. Neel, of Johnson City.
- Junior Class Play, "Strongheart."
- April 12—Mrs. Higgins, Vice-President National Congress of Mothers; Miss Lombard, U. S. Department of Education; Miss Virginia P. Moore, State Collaborator of Girls' Canning Clubs in Tennessee.
- April 13—Professor H. M. Sherrod, Morristown.
- April 14—Rev. Len Broughton, D.D., Pastor of Broadway Baptist Church, Knoxville.
- April 20—Mrs. Reed, Matron of Vine Street Orphanage, Chatta-nooga.

April 26—Mrs. Pearl Williams Kelley, State School Library Agent.

April 29—Professor W. L. Gentry, Carson and Newman College; member of State Board of Education.

May 3—Dr. A. P. Bourland, Executive Secretary of Southern Conference for Education and Industry.

May 5—Community Musical Festival.

May 10—Ladies of the State Chapter, United Daughters of the Confederacy.

May 16—Miss Smith, Field Secretary Young Women's Christian Association.

May 20—Hon. Phil S. Taylor, Jonesboro.

May 24—Hon. William Jennings Bryan.

May 27-30—Fifth Annual Commencement.

May 28—Rev. Spencer Tunnell, D.D., Pastor Morristown Baptist Church.

June 10—Superintendent W. E. Miller, Knoxville City Schools.

June 13—Professor Harry Clark, University of Tennessee.

June 14-16—Dr. A. P. Bourland, Executive Secretary Southern Conference for Education and Industry.

June 17—Dean H. A. Morgan, College of Agriculture, University of Tennessee.

June 21-23—Conference of County Superintendents of East Tennessee.

June 22—State Superintendent Samuel W. Sherrill.

June 24—Hon. P. L. Harned, President of the State Board of Education.

June 30—Professor W. K. Tate, George Peabody College for Teachers.

HOME ECONOMICS CONFERENCE

EAST TENNESSEE STATE NORMAL SCHOOL

November 12-13, 1915

FRIDAY, NOVEMBER 12, 9:30 A.M.

"The Status of Industrial Education in East Tennessee and the Relation of the State Normal School to this Form of Education," President Sidney G. Gilbreath.

"The Purpose of Home Economics and Its Connection With Other Subjects in the High School," Miss Nettie B. Armstrong, Instructor Domestic Art, State Normal School.

"Standardization of High School Courses in Home Economics,"

Miss Carrie Lyford, Specialist in Home Economics, Washington, D. C.
Violin Solo, Miss Norma Gilbreath.

"The Relation of Home Economics in the Grades to Home Economics in the High School," Miss Annette Steel, Instructor Domestic Arts, City High School, Knoxville.

Discussion.

FRIDAY, NOVEMBER 12, 1:30 P.M.

"The Practice House—a Part of the Home Economics Equipment," Miss Edith Stetson, Instructor Home Economics, Tusculum College.

"Training Home Economics Teachers in Rural Schools," Miss Louise Turner, Instructor Home Economics, University of Tennessee.

"Ways and Means of Introducing Home Economics Into the Schools," Superintendent Joel N. Pierce, Greene County.

"The Woman's Club as an Important Factor in the Success of Home Economics in the High School," Miss Lena Mills, Instructor Domestic Science, Johnson City High School; Mrs. F. B. St. John and Mrs. L. D. Gump, members of Monday Club, Johnson City.

"Keeping Home Economics Courses Close to Daily Life," Miss Carrie Lyford, Specialist in Home Economics.

Discussion.

SATURDAY, NOVEMBER 13, 9:30 A.M.

"Sewing and Textiles in the High School," Miss Nan Leeper, Instructor Domestic Arts, City High School, Chattanooga; Miss Claire Fulton, Instructor Domestic Art, Johnson City High School.

"The Value of the Lunch Room as a Practice Laboratory," Miss Ada Lou Hornsby, Instructor Domestic Science, State Normal Scho -

"The Value of Text-books in Home Economics Teaching," Miss Helen Ryland, Instructor in Home Economics, Maryville College; Mrs. M. M. Davis, Dean Stonewall Jackson Institute.

"The Cost of Maintaining a Course in Home Economics," Miss Carrie Lyford, Specialist in Home Economics; Miss Hattie Hunt, Instructor in Home Economics, University of Chattanooga, Athens.

"Girls' Club Work in its Relation to Domestic Science," Miss Virginia P. Moore, State Agent for Tennessee.

COUNTRY SCHOOL AND COUNTRY LIFE CONFERENCE

March 30, 31, and April 1

THURSDAY, 7:30 P.M.

Presiding, Dr. Dayton A. Dobbs, Pastor Watauga Avenue Presbyterian Church, Johnson City, Chairman Conference Committee.

Music.

Address, Dr. Warren H. Wilson, Director Department of Country Life, Presbyterian Board of Home Missions, New York City.

FRIDAY, 9:30 A.M.

Presiding, Superintendent Samuel W. Sherrill, State Superintendent of Public Instruction, Nashville.

Address, "The Country School as a Factor in Community Development," Dr. Harry Clark, Professor of Secondary Education, University of Tennessee.

Discussion.

Music.

Address, "Rural Problems," J. H. Jarvis, Dean Athens School, University of Chattanooga.

Discussion, Home-Making; Stock Raising; Soil Improvement; Seed Selection; Sanitation; etc.

FRIDAY, 1:15 P.M.

Presiding, Dr. Warren H. Wilson.

Address, "Country Church Conditions in the Southern Appalachians," Stewart Hamner.

Address, "Our Illiteracy Campaign," Mrs. Cora Wilson Stewart.

Discussion.

Music.

Address, "The Country Church as a Factor in the Social and Economic Development of the Community," Professor C. H. Gillingham, Maryville College.

Discussion, Church Federation; Rural Recreation; etc.

FRIDAY, 7:30 P.M.

Presiding, President Sidney G. Gilbreath, State Normal School.
Music.

Address, Hon. J. L. McBrien, Rural Extension Agent, Bureau of Education, Washington, D. C.

SATURDAY, 7:30 A.M.

Presiding, Dr. John C. Campbell.

Address, "Community Development in Bradley County," Superintendent Sam Y. Adcock, Superintendent Bradley County Schools.

Reports from the field, by ministers, superintendents, high-school principals and other community workers.

Dr. Dayton A. Dobbs, Chairman; Ina Yoakley, Secretary; P. S. Barnes, Mrs. F. B. St. John, D. R. Haworth, Nellie Cooper, Mrs. C. E. Rogers, Mrs. O. E. Kizer, O. E. Fair, Rev. R. E. Corum, Committee.

CONFERENCE OF EAST TENNESSEE COUNTY SUPERINTENDENTS

The following is the program of the Conference of County Superintendents held at the East Tennessee State Normal School, on Wednesday, Thursday and Friday, June 21, 22 and 23, 1916:

1. "What Should Be the Method of Certification of County Superintendents?" Superintendent J. C. Akard, Superintendent Lizzie Roberts, Superintendent W. B. Rucker, Superintendent J. S. Cline.
 2. "How Should the County Superintendent be Chosen?" Superintendent W. E. Stephens, Superintendent Victor Palmer, Superintendent M. W. Wilson, Superintendent W. H. Roark.
 3. "The requirements of the Office of County Superintendent."
 - (1) As to Time: Superintendent John T. Henderson, Superintendent J. L. Shoun, Superintendent John M. Gerren, Superintendent W. S. Ivy.
 - (2) As to Schoolhouses: Superintendent Nancy Lee Broady, Superintendent V. C. McKenzie, Superintendent W. M. Condry, Superintendent J. L. Shoun.
 - (3) As to Teachers: Superintendent Chas. H. Bunch, Superintendent D. A. Tate, Superintendent Joel N. Pierce, Superintendent M. L. McDonald.
 - (4) As to Courses of Study: Superintendent Fred H. Parvin, Superintendent Luther F. Rice, Superintendent E. S. Depew.
 - (5) As to Administration of Finances: Superintendent E. B. Booth, Superintendent J. C. Kimbrough, Superintendent J. L. Hair.
 - (6) As to School Legislation: Superintendent O. L. McMahan, Superintendent J. N. Johnson, Superintendent W. V. Freiley.
 4. "The County Superintendent and Community Development," Superintendent S. Y. Adcock, Superintendent Jennie Burkes, Superintendent Joe Jennings, Superintendent Alton DeLozier.
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SPECIAL FEATURES

On Thursday morning, June 22, at 9:50 o'clock, State Superintendent Samuel W. Sherrill made an address before the Superintendents and students.

On Thursday evening, June 22, at 7:30 o'clock, a reception was tendered the visiting Superintendents by the faculty and students of the school.

On Friday, June 23, the Superintendents and students of the Normal School took an excursion to Altapass and Unaka Springs, on the Nolichucky River.

Report of Committee to Investigate the Work and Needs of the State Normal School

We, the committee appointed by the Superintendents' Conference to investigate the East Tennessee State Normal School, beg leave to submit the following report:

We have made a careful, detailed, and thorough examination of the buildings, equipment, and grounds, and have found everything in a thoroughly satisfactory condition.

We find the usual fine and large enrollment of enthusiastic and efficient elementary teachers from practically every county in East Tennessee, and the fine spirit of enthusiasm that pervades the student body is possibly the highest recommendation of the State Normal School that could be spoken.

We have found the campus in a very fine condition, and in the course of a system of beautifying that will make it second to none in the country. We commend the Agricultural Department of the East Tennessee State Normal School for the rapid advancement that has been made in such a short time handicapped by unfavorable conditions.

We find the buildings of the East Tennessee State Normal School thoroughly modern in all respects and we especially commend the efficient way in which the girls' dormitory is conducted.

We find that the boarding facilities are unusually cheap, girls paying only fifty cents per week for clean, sanitary room in the girls' dormitory; and the boys and girls alike securing good, substantial, wholesome table food at an average cost of 10 to 11 cents a meal. We wish to commend the executive department of the East Tennessee State Normal for providing for the economic management of the boarding facilities.

We have made a complete examination of the cooking arrangement and the new Cafeteria, and find that there is nothing to be desired from a hygienic standpoint.

We congratulate not only the students of the East Tennessee State Normal but also the patrons of the public schools of East Tennessee for the very efficient faculty that is directing the work for teacher training in East Tennessee, and commend President Gilbreath for his fine executive ability in managing the East Tennessee State Normal School, which is second to none in the South.

We earnestly ask that a dormitory accommodating at least 150 young men be immediately erected and that additional dormitory room be added for the accommodation of at least 100 more young ladies. We sincerely believe that the East Tennessee State Normal School is handicapped most seriously in its work by the lack of sufficient dormitory accommodations and in our opinion the State of Tennessee could not render a better service to the childhood of East Tennessee than to provide this additional room so that young men and young women will have opportunity to become proficient in the art of teaching the young mind.

Last, but not least, we feel that any report of the East Tennessee State Normal School would be incomplete without giving our estimation as to how the work of the Normal School reaches the rural children. We believe that no influence has contributed so much to the increased efficiency of the rural teaching force as the State Normal School, and we, the County Superintendents in joint conference

assembled, testify to the marked and noticeable improvement in the methods and work of the rural teaching force in the past few years, which, in a large measure, can be attributed to the East Tennessee State Normal School.

Respectfully submitted,

JOE JENNINGS, *Chairman*, Campbell County;
 A. O. DELOZIER, Sevier County;
 W. E. STEPHENS, Rhea County;
 J. L. SHOUN, Johnson County;
 LIZZIE ROBERTS, Unicoi County;

June 22, 1916.

Committee.

FIFTH ANNUAL COMMENCEMENT PROGRAMS

ANNUAL COMMENCEMENT SERMON

SUNDAY, MAY 28, 1916, 10:45 A.M.

String Quartet—Morning Song	Berlioz
Invocation.	
Hymn—Come, Thou Almighty King.....	No. 242
Scripture Reading.	
Prayer.	
Chorus—Cast Thy Burden on the Lord.....	Mendelssohn
Announcements.	
Sermon—Rev. Spencer Tunnell, D.D.	
Quartet—My Jesus, I Love Thee.....	Gordon
Hymn—My Faith Looks Up to Thee.....	No. 243

SERMON BEFORE THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION,
 7:45 P.M.

Hymn.	
Invocation	Professor D. S. Burleson
Violin Solo	Mildred Gilbreath
Scripture Reading.	
Prayer.	
Vocal Solo	Blanche Eldridge
Sermon	Rev. George Green, D.D.
Hymn.	
Benediction.	

GRADUATING EXERCISES

Academic Course

HEALTH PROGRAM, MAY 29, 1916, 8:00 P.M.

The Shortest Poem in the English Language, on the Biggest Subject—"Germs"	Harriette Owens
Song—"Some Little Germ is Going to Find You Some Day".....	B. L. Hale
Vital Statistics	Luke Hunt

General Sanitation Exhibit.....	Eudora Rutledge
School Lunches	Annie Laurie Powell
Male Quartet—"The Unsanitary Old Oaken Bucket".....	
.....	Whaley, Graybeal, Runyan, Edgemon
The Teeth Exhibit	Roy Campbell
The Fly and Typhoid Fever Exhibit.....	Roy Ferguson
Male Quartet "Two Little Flies."	
Tuberculosis Exhibit	May Ross
Orchestra—"The Dance of Death."	
Patent Medicine Expose.....	Tom McMurry
Song—"Old Time Remedies".....	B. L. Hale

GRADUATING EXERCISES

Normal Course

TUESDAY, MAY 30, 1916, 8:00 P.M.

String Quartet—Rigandon	<i>Rameau</i>
Norma Gilbreath, Mildred Gilbreath, Max Schoen, and Fred W. Hoss.	
Invocation.	
Duet—O, Wert Thou in the Cauld Blast.....	<i>Mendelssohn</i>
Blanche Eldridge, Carrie French.	
Community Co-operation	Nannie Giffin
The Rural School of Tomorrow.....	Dexie D. Marable
Violin Solo—Kujawiak-Wieniawski.....	Norma Gilbreath
The Country Beautiful.....	Margaret Moore
The Problem of Extravagance	Banness L. Hale
Trio—Welcome Pretty Primrose.....	<i>Pinsuti</i>
Blanche Eldridge, Mary White, Carrie French.	
Presentation of Classes.	
Awarding of Diplomas and Certificates.	

GRADUATES

1911-12

Normal Course

Badgett, Juanita
 Blankenship, Ora Taylor
 Condry, William Macy
 Cox, Eugenia Maude
 Gilmer, Katherine Carolyn
 Harrison, Mabel Gertrude
 Hatcher, Jennie Ellen
 Hatcher, Lucy Louise

Jones, Emory Nelson
 Rucker, William Benjamin
 Runyan, Anson Wexler
 Sitton, Lucy Dabney
 Smith, Beulah Lee
 Smith, Ida Margaret
 Williams, William Isaac

Academic Course

Allen, Martha Wilder
 Ayre, Henrietta Peck
 Broyles, Fred Crawford
 Campbell, Ida Dean
 Carmichael, Willie Kate
 Cooper, Louise
 Ferguson, Ada Elizabeth
 Hartsell, Nora Rebecca
 Hawthorne, Ruth Parks
 Johnson, Myrtle Lee
 Jones, John Eva
 King, Lula Mae
 Long, Elsie Adelyn

Miller, Rosa Brown
 Million, Clara Myrtle
 Payne, Ola Dell
 Peters, Ossie Belle
 Petty, Lida Mae
 Ritchie, James Ruble
 Roberts, Sarah Alice
 Shelton, Mattie Avis
 Skaggs, Vera Etta
 Strain, Mattie
 Trimby, Mary Jane
 Woodruff, Margaret
 Zirkle, Nelle Maude

Special Certificates in Domestic Science

Conner, Annette Jane

Ward, Amy Frances

1912-13

Normal Course

Armentrout, Clara Briseis
 Carmichael, Willie Kate
 Converse, Mary Flavia
 Ferguson, Shelburne
 Hale, Lucile Dayton
 Houtz, Inda Edna

Lundy, Kate Thelma
 Miller, Rosa Brown
 Million, Clara Myrtle
 Ritchie, James Ruble
 Simon, Loris Berenice
 Sitton, Florence

Johnson, Jessie J.
Jones, John Eva
Livingstone, David N.

Strain, Mattie
Woodruff, Margaret

Academic Course

Armstrong, Sylvia Elizabeth
Arrants, Hattie Lucile
Bowman, Hazel Grace
Brown, James Samuel
Broyles, Cecil Clinton
Byers, Margie Etta
Childress, Berta
Colvin, Rowena
Condry, Eugene
Curtis, Laura Alice
Duggan, Zella Myrtle
Gaut, Lilah Ruth
Hall, Wilmeth Graham
Hawk, Mazie Margaret
Hawley, Samuel Pierce
Hayes, Ethel May
Hughes, Ruby Elizabeth
Hunt, Georgia Anna
Jeffers, M. Tennyson
Lane, Pearl Merna
Leonard, Myrtle Belle
McAmis, James C.
McSpadden, Vella Katherine

Marks, Beulah Leota
Morison, Wilbur C.
Murrell, William Summerfield
Mynatt, Madge Marie
Nenney, Adelia Doak
Northington, Rose Mae
Odell, Alma Ingersoll
Paine, Myrtle Evelyn
Pardue, Alta Elizabeth
Pardue, Lena Frances
Ruble, Mary Rowe
Robinson, Mary Graham
Sensabaugh, Susan Inez
Shipe, Margaret Belle
Smith, Bernice Leonore
Stanton, Mara Elizabeth
Stephens, Anderson Henderson
Thompson, Samuel Hunter
Walker, Robert Lincoln
Whaley, Otis
White, Anna Laura
Williamson, Ruth Elizabeth

SPECIAL CERTIFICATES

Domestic Science and Art

Barton, Mary Alice
Blair, Martha Eliza
Carty, Narcissa Carolyn
Cooper, Frances Louise
Crosby, Effie Lora

Davis, Mary Moore
Hornsby, Ada Lou
Jones, Mary Elizabeth
Leeper, Nancy L.
Watt, Lida Belle

1913-14

Normal Course

Armstrong, Sylvia Elizabeth
Arrants, Crate Elizabeth
Ayre, Henrietta Peck
Baldwin, James W.
Broyles, Fred Crawford
Duff, Sam Allen
Chase, Orren Dean

Murrell, William Summerfield
Mynatt, Madge Marie
Needham, Estey Gertrude
Nenney, Adelia Doak
Paine, Myrtle Evelyn
Pardue, Alta Elizabeth
Price, Lucy Ethel

Fowler, Mary Lou
 Gaut, Lilah Ruth
 Hayes, Ethel May
 Jeffers, M. Tennyson
 Leonard, Myrtle Belle
 Loy, Harvey Gibson
 McAmis, James C.
 Marks, Beulah Leota
 Morison, Wilbur C.

Reeves, Addie Elizabeth
 Robinson, Mary Graham
 Sherrod, Adam Edgar
 Skaggs, Elizabeth
 Smith, William Jefferson
 Walker, Ethel White
 Walker, Robert Lincoln
 White, John Byrl
 Wood, Trula Janette

Academic Course

Acuff, Judd
 Beals, Daisy Malcolm
 Boring, Grace Helen
 Bramm, Hazel May
 Brown, Nannie Virginia
 Bryan, Mamie Lee
 Bullen, Flora Lee
 Burleson, Gladys Dew
 Clark, Joseph Jacob
 Cook, Charlotte Belle
 Cross, Faith
 Davis, Lillie Sidney
 Fields, Elsie Mae
 Frazier, Benjamin William
 Goodner, Lennie Louise
 Hale, Banness Lee
 Hannah, Marie Arlette
 Harper, Maude Marguerite
 Harrison, Benjamin William
 Holdway, Cora Lee
 Howard, Imogen Taylor
 Howard, Nelle Lawrence
 Hunt, Hattie McNeil
 Hunter, Carrie Elizabeth
 Ireson, Helen Blanche
 Kitchen, Bertha Maude
 Lattice, Verna Myrtle

Little, Agnes Fonda
 Lyle, William Edgar
 Lyon, Viola Mae
 Moore, Vicie Aneita
 Mullins, Roy A.
 Nance, Flora Juanita
 Ogden, Ethel Moore
 Patrick, Henry Clay
 Payne, Una V.
 Rightsell, Audie Lee
 Ruble, Nannie Ellen
 Rule, Geneva
 Sanders, Lola Clarice
 Shipe, Nina Appalona
 Simmons, Leslie Locker
 Sizer, Delila Gertrude
 Snoddy, Mary Elizabeth
 Sparks, Carrie Lee
 Speer, Ernest Dewitt
 Steele, Lillian Iola
 Story, Inez Belle
 Tomlinson, Bertha Maude
 Varner, Albert Clark
 Walker, Bertha Lenore
 Watson, Austin Cornelius
 Wolfe, Hallie Austin

SPECIAL CERTIFICATES

Domestic Science and Art

Arrants, Crate Elizabeth
 Brown, Nannie Virginia
 Card, Mae Irene
 Gaut, Lilah Ruth

Ogden, Ethel Moore
 Paine, Myrtle Evelyn
 Pardue, Alta Elizabeth
 Pardue, Lena Frances

Hannah, Marie Arlette
 Holdway, Cora Lee
 Hunt, Hattie McNeil
 Mynatt, Madge Marie

McAmis, James C.
 Thomas, Henry Heber

Lyle, William Edgar
 McAmis, James C

Rule, Geneva
 Slaughter, Nannie Kate
 Tomlinson, Bertha Maude

Agriculture

Walker, Robert Lincoln

Manual Training

Simmons, Leslie Locker

1914-15

Normal Course

Beals, Daisy Malcolm
 Brown, Huldah Hood
 Brown, James Samuel
 Broyles, Vance Leslie
 Card, Mae Irene
 Cook, Charlotte Belle
 Cox, Elizabeth Elberta
 Daniel, Edna Florence
 Frazier, Benjamin William
 Goodson, Meta Turley
 Harper, Maude Marguerite

Hickam, Ellis Kelley
 Howard, Imogen Taylor
 Howard, Nelle Lawrence
 Lyle, William Edgar
 Owen, Katherine
 Phipps, Frances Hale
 Ridenour, John Calvin
 Varner, Albert Clark
 Watkins, Carrie Mae
 White, Georgia Marion
 Wilson, Maurice Clement-

Academic Course

Alexander, Lola Sessions
 Allen, Mary Natalie
 Armstrong, Grace Anna
 Baird, Mary Williams
 Bowman, Ellen Rebecca
 Cannon, Reba Ranhoof
 Clark, Isaac Wesley
 Condry, Haley Mae
 Cooper, Irma Ellen
 Cross, Ovia
 Crouch, Mary Margaret
 Davis, Retta
 DeLozier, Ortelle
 Desler, Nellie Biddle
 DuBois, Mary Lois
 Edwards, Mae Josephine
 Embrey, Lucy A.
 Frow, Carrie Lee

Larimer, Velma Olympia
 Lee, Lucy Randolph
 Livesay, Alfred Taylor
 McInturff, Elizabeth
 McReynolds, Fidelia Constance
 Mitchell, Roy Olin
 Neal, Alma Beatrice
 Neal, Flora Etta
 Overman, Mary V.
 Pearce, Donna Mabel
 Penland, Eveline Cannon
 Range, Cleveland J.
 Remine, Willie Susie
 Rowland, Elizabeth Anne
 Runyan, Onslow Gladstone
 Rutledge, Mae Elizabeth
 Rutledge, Sallie Grace
 Schultz, Earl Kidwell

Fulton, Ada Claire	Schultz, Stella
Gillie, Juanita French	Scott, Zella Mae
Goins, Jessie Lee	Sharp, Betty L.
Gosnold, Kate	Slaughter, Donna Dean
Gross, Ben Harrison	Starnes, Emma Lucile
Gross, Bertha Virginia	Stephens, Inez Savannah
Hartsell, Fannie Fern	Stott, Lelia Wortley
Hazlewood, Mary Dove	Stuart, Edna Hattie
Henderson, Mary Stuart	Taylor, Melvia Louise
Hunt, Lena Belle	Templin, Gladys Queene
Hurst, Nannie Belle	Wagner, Lou Venie
Kemmer, Robert Walker	Wagner, Sarah
Keys, Lyda Emaline	Waller, Nancy Wayne
Killian, Willie Lenora	Weaver, Bessie Walker
King, Eldridge Claude	Witt, Eula Audie
Kreis, Edith Mae	

SPECIAL CERTIFICATES**Domestic Science and Art**

Allen, Mary Natalie	Keys, Lyda Emaline
Armstrong, Grace Anna	Kreis, Edith Mae
Condry, Haley Mae	Sharp, Betty L.
Cooper, Irma Ellen	Sizer, Delila Gertrude
Crouch, Mary Margaret	Slaughter, Donna Dean
Curtis, Laura Alice	Starnes, Emma Lucile
Fulton, Ada Claire	Taylor, Melvia Louise

Agriculture

Lyle William Edgar	Wilson, Maurice Clement
Range, Cleveland J.	

Manual Training

Rangé, Cleveland J.	Wilson, Maurice Clement.
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1915-16

Normal Course

Acuff, Judd	King, Eldridge Claude
Baxter, Tompsie	Lattice, Verna Myrtle
Bell, Charles Edward	McBath, Hazel
Boring, Daisy	McQueen, Mary Dean
Bowman, Hazel Grace	Marable, Doxie Debro
Burchfield, Nat C. T.	Milligan, Fuller Kenneth
Burleson, Gladys Dew	Moore, Margaret
Campbell, Mildred Lucile	Mullins, Roy A.
Clark, Joseph Jacob	Pearcy, Blanche
Cook, Ada Frances	Proffitt, Samuel Houston

Curtis, Laura Alice
 Davis, Lillie Sidney
 Edwards, Mae Josephine
 Eutsler, Theodore Robert
 Farris, Mary Newell
 Fields, Elsie Mae
 Giffin, Nannie Agatha
 Grigsby, Robert Ralph
 Grisham, Bessie Lee
 Hale, Banness Lee
 Harris, Floy
 Harrison, Benjamin Embrason
 Hawley, Samuel Pierce
 Hunt, Georgia Anna
 Hunt, Homer Enis
 Ivy, William Senter

Rollins, Solomon L.
 Rutledge, Mary Elizabeth
 Rutledge, Sallie Grace
 Schultz, Earl Kidwell
 Seal, Ada May
 Sizer, Delila Gertrude
 Smith, Michael David
 Steele, Lillian Iola
 Tarver, Beulah Lee
 Templin, Gladys Queen
 Templin, John Franklin
 Thompson, Samuel Hunter
 Walter, Bertha Lenore
 Watson, Austin Cornelius
 Whaley, Otis
 White, Mary Park
 Wilkinson, Mayetta

Williams, Samuel Roland

Academic Course

Acres, A. V.
 Allison, Grace Camoleon
 Archer, Cordelia Pearl
 Bailey, Charles C.
 Barton, Lena
 Baskette, Mary Edith
 Bishop, Edith Sylvia
 Bowman, Anna Ruth
 Bowman, Mary Adelaide
 Bradshaw, Bertha
 Bradshaw, Pansy
 Brice, Eva Mae
 Campbell, Lillian Mae
 Campbell, Roy
 Carpenter, Lela Beatrice
 Casey, Vida
 Collette, Reba Virginia
 Conner, Willie C.
 Crouch, Julia Monta
 Crouch, Manta Eugenia
 Davis, Edna Earl
 Doggett, Mabel Mary
 Eldridge, Blanche Eleanor
 Ellison, Bessie Lucretia
 Eutsler, Sylvia Farie

Humphreys, John Samuel
 Hunt, Luke Weldon
 Laws, Daniel Marion
 Liebe, Mary Draxie
 Lowery, James Clyde
 McAfee, Mary Dell
 McCrary, Essie Jane
 McMurry, Tom Roy
 Maddux, Charles Roy
 Morelock, Glenna Pearl
 Morgan, Charles L.
 Newport, K. K.
 Owens, Harriette McCutchen
 Pickering, Adeline Winifred
 Pierce, Rosa Ella
 Powell, Annie Laurie
 Proffitt, Nevada Williams
 Robeson, Laura Ernestine
 Ross, May Armena
 Rush, Bonnie Madge
 Rutledge, Ednora
 Rutledge, Eudora
 Satterfield, Nila
 Scott, Elizabeth Blanche
 Smith, Flora Olivia

Ferguson, Arthur Roy	Snyder, Dessa Pearle
Ferguson, Nellie Mae	Stallings, Gussie Ola
Fields, Maude Pearl	Stout, Lola Belle
French, Carrie	Terry, Chester E.
Gass, Samuel Thurman	Thomas, Mary Louise
Gilbert, Glen Martin	Thompson, Anna Elizabeth
Glenn, Amy Alma	Thompson, John William
Guthrie, Bertha	Tillery, Stella Love
Hale, Mary Anna	Turner, Frank Marion
Henry, Hattie Gertrude	Wagner, Nora Bertha
Hicks, Alice Melissa	Walker, Frances Spurlock
Hicks, Nannie Kate	Waters, Mary Izora
Hornsby, Cora Peak	White, Hassie Mae
Huddle, Lena Rivers	Williams, Eloise
	Williamson, Una Brown

SPECIAL CERTIFICATES

Domestic Science and Art

Bowman, Hazel Grace	McQueen, Mary Dean
Edwards, Mae Josephine	Pearcy, Blanche
Fields, Elsie Mae	Rutledge, Mary Elizabeth
Giffin, Nannie Agatha	Rutledge, Sallie Grace
Hornsby, Cora Peak	White, Mary Park
Hunt, Georgia Anna	Wilkinson, Mayetta
McBath, Hazel	

Agriculture

Hunt, Homer Enis	Marable, Doxie Debro
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High School Diploma

Marshall, Howard Belton

ENROLLMENT 1915-1916

Fall, Winter, and Spring Terms

<i>Name</i>	<i>County</i>
Acres, A. V.	Scott
Acuff, Judd	Knox
Alexander, Robert Mathes	Washington
Allen, Clara	Carter
Allison, Grace Camoleon	Washington
Anderson, Trixie	Greene
Anderson, Zola	Greene
Andes, Eulalie	Washington
Andes, Jesse Alden	Washington
Archer, Cordelia Pearl	Washington
Armstrong Cecil A.	Greene
Ausmus, Floyd Esca	Claiborne
Ayres, Samuel Elmer	Greene
Bailey, Charles Clyde	Washington
Baird, Lewis J.	Campbell
Baker, Robert Loyd	Unicoi
Banner, Alma Ruth	Washington
Barnes, Bertie Ford	Washington
Barton, Edith Gertrude	Washington
Barton, Lena	Washington
Barton, Robert David	Washington
Baskette, Mary Edith	Washington
Baxter, Tompsie	Washington
Beaty, Sim Lester	Bradley
Bell, Charles Edward	Johnson
Bell, Horace William	Hamilton
Berry, Walter Creed	Washington
Bettis, Helen Izetta	Jefferson
Bishop, Edith Sylvia	Sullivan
Blankenship, Horace Franklin	Unicoi
Boring, Daisy	Washington
Boring, Grace Helen	Washington
Boston, James Lloyd	Claiborne
Bowman, Anna Ruth	Washington
Bowman, George Nile	Washington
Bowman, Hazel Grace	Washington
Bowman, Mary Adelaide	Washington
Boyd, Mollie Louise	Carter
Boyer, Georgia Alyce	Hawkins
Brading, Elinor	Washington
Bradshaw, Bertha	Unicoi

<i>Name</i>	<i>County</i>
Bradshaw, Geneva	Unicoi
Bradshaw, Pancy	Unicoi
Brazeale, Lois Maranda	Loudon
Brice, Bonnie Bobbie	Hawkins
Brice, Eva Mae	Hawkins
Brooks, Lucy Ethel	Hawkins
Browder, Margaret Louise	Monroe
Brown, Alfred Erastus	Bledsoe
Brown, Besse Berry	Washington
Brown, Clyde, M.	Unicoi
Brown, James Erasmus	Bledsoe
Brown, Lida Zuleica	Grainger
Brown, Luster Loeta	Washington
Brown, Willie Kathleen	Washington
Broyles, Charles Joseph	Washington
Bryan, Bettie Lea	Bradley
Bryan, Clyde Steel	Cocke
Bryan, Pauline	Unicoi
Buckles, Julia Gray	Sullivan
Burchfield, Nat C. T.	Carter
Burleson, Christine	Washington
Burleson, Gladys Dew	Washington
Byrd, Frances Ellen	Washington
Cabbage, Cornelius Bliss	Grainger
Caldwell, Elizabeth Jane	Washington
Campbell, Hugh B.	Washington
Campbell, Lillian Mae	Unicoi
Campbell, Mildred Lucile	Unicoi
Campbell, Roy	Cocke
Cardwell, Clemmie Ada	Claiborne
Cardwell, Vena Janette	Claiborne
Carmichael, Almeda	Hamblen
Carpenter, Lela Beatrice	Jefferson
Casey, Vida Virgil	Rhea
Cass, Elizabeth	Washington
Cassady, Mildred G.	Unicoi
Cecil, Asbury	Scott
Chesnutt, Rosa Mae	Hawkins
Childress, Iva B.	Sullivan
Christenberry, Beula May	Roane
Claman, Mollie Frances	Hawkins
Clark, Cleo Berenice	Washington
Clark, Joseph J.	Washington
Clark, Lois Parlee	Washington
Clark, Mary Elizabeth	Washington
Cole, Maida Scott	Johnson
Collette, Reba Virginia	Washington
Collins, Jennie Irene	Bradley
Conner, Lola H.	James
Cook, Ada Frances	Obion
Cook, Sally Virginia	Unicoi
Cooke, Jonnie Belle	Blount
Cooper, Emma	McMinn
Cooper, Irma Ellen	Washington

<i>Name</i>	<i>County</i>
Coppinger, Claude Elmer	James
Coulter, Hassie Etta	Blount
Cox, Carrie Lee	Washington
Cox, Hal Moore	Sullivan
Cross, Ovia	Scott
Cross, Sterling	Scott
Crouch, Julia Monta	Washington
Crouch, Manta Eugenia	Washington
Crouch, Mildred Roberta	Washington
Curtis, Laura Alice	Monroe
Davidson, Zilpha	Grainger
Davis, Bert	Greene
Davis, Charles B. F.	Union
Davis, Edna Earl	Knox
Davis, Johnnie Mack	Sullivan
Davis, Lillie Sidney	Knox
Davis, Lucy Kate	Union
Davis, Mae Etta	Union
Davis, Retta	Knox
Davis, William	Washington
Dawson, Max Kenneth	Cocke
Decker, Carrie Drusilla	Washington
Decker, Sophia Viola	Washington
Denton, Zola Alma	Washington
Dickerson, Virgie Lamina	Hamblen
Dickson, Effie Edna	Washington
Dinkle, Hazel Hortense	Washington
Dishner, Willman Clyde	Washington
Disney, Lillian Ethel	Campbell
Doggett, Mabel Mary	Sullivan
Driskill, Carrie Eva	Roane
Duncan, Basil Ellis	Washington
Easley, Ora Myrtle	Sullivan
Easterly, Estella Belle	Greene
Easterly, Eula Vesta	Greene
Eblen, Grace Hazel	Roane
Edgemon, William Stephenson	McMinn
Edmonson, Preston A.	Knox
Edwards, Ethel Marie	Claiborne
Edwards, Mae Josephine	Hawkins
Elam, Nona	Washington
Eldridge, Blanche Eleanor	Hamilton
Ellis, David Charles	Carter
Ellison, Bessie Lucretia	Campbell
Embrey, Lucy A.	Putnam
Eskew, Fay	Knox
Eutsler, Sylvia Farie	Washington
Eutsler, Theodore Robert	Washington
Evans, Hilda	Washington
Exum, Mildred	Washington
Fain, Margaret Elizabeth	Washington
Fanning, Stella Annice	Greene
Farris, Mary Newell	Fayette

<i>Name</i>	<i>County</i>
Faust, Bessie Elizabeth	Sullivan
Ferguson, Arthur Roy	Rhea
Ferguson, Blanche	Carter
Ferguson, Nellie May	Monroe
Ferguson, Saidee	Carter
Fickle, Fannie Blake	Sullivan
Fields, Earl Robert	Carter
Fields, Elsie Mae	Greene
Fields, Maude Pearl	Hawkins
Fields, Roxie Ola	Hawkins
Fine, Daniel Grady	Washington
Ford, Ira Pearl	Washington
Fortner, Elisha Newton	Claiborne
Fowler, Walter Quinter	Cocke
France, Bess Lynette	Washington
Frazier, Annie Laurie	Washington
French, Carrie	Knox
Friddell, William J.	James
Frye, Goldia Beniti	Washington
Frye, Mary Louise	Washington
Fulton, Mary Preston	Washington
Fulton, Prentice Grady	Washington
Garber, Nannie Carter	Washington
Garland, Jesse G.	Carter
Gass, Luna Olivia	Meigs
Gass, Samuel Thurman	Meigs
Gibson, Mollie Allen	Washington
Giffin, Nannie Agatha	Knox
Gilbert, Glen Martin	Unicoi
Gilbreath, Mildred Brunner	Washington
Gilbreath, Norma Lavinia	Washington
Gillenwater, Ira E.	Blount
Glenn, Amy Alma	Jefferson
Goad, Zora	Scott
Goins, John Isaac	Campbell
Goldston, Willie Augusta	Anderson
Graves, Mary Orena	Hamblen
Gray, Katie Carrelle	Hamblen
Graybeal, Hobart Adolphus	Johnson
Graybeal, Lyman Beecher	Carter
Greene, Bernice Mullinix	Washington
Gresham, Anna	Washington
Gresham, Hazel Blanche	Washington
Gresham, Mary Pearl	Washington
Grey, Margaret Mae	Hamilton
Griffin, Lena G.	Cocke
Grigsby, Eva Leah	Hawkins
Grigsby, Robert Ralph	Hamblen
Grisham, Bessie Lee	Dyer
Grissom, John Henderson	Union
Groseclose, Mattie Ida	Washington
Gross, Ben Harrison	James
Gump, Bert Patton	Washington
Guthrie, Bertha	Hamilton

<i>Name</i>	<i>County</i>
Haire, Ruth Marie	Washington
Hale, Banness Lee	Union
Hale, Jessye Louise	Hamblen
Hale, Mary Anna	Hamblen
Hale, Nannie Mae	Cocke
Hale, Ruth L.	Cocke
Hale, Sarah Callie	Hamblen
Hall, Flossie Mary	McMinn
Harr, Alfred A.	Washington
Harr, Isaac	Washington
Harris, Floy	Washington
Harrison, Benjamin Embrason	Polk
Harrison, Carrie Emily	Greene
Harshbarger, Martha Eugenia	Greene
Hart, Samuel Robert	Carter
Hartsell, Della Mae	Cocke
Hartsell, Dicie Jane	Cocke
Harwood, Bert Rebecca	Washington
Hawkins, Iva Pearl	Greene
Hawkins, Stanna	Greene
Hawley, Samuel Pierce	Greene
Hays, Marion Hope	Washington
Hazlewood, Mary Dove	Johnson
Heatherly, Nannie Belle	Campbell
Henderson, Mary Stuart	Loudon
Henley, Callie Blanche	Washington
Henley, Margie Lee	Washington
Henry, Hattie Gertrude	Sullivan
Herron, Anna Pearle	Washington
Hicks, Alice Melissa	Sullivan
Hicks, Lizzie Emert	Sullivan
Hicks, Mamie Ethel	Sullivan
Hicks, Mollie Margaret	Sullivan
Hicks, Nannie Kate	Sullivan
Hinkle, Myrtle Della	Johnson
Hisey, Sydney Marion	Hamblen
Hodge, Maude	Washington
Hodge, Nora Jean	Washington
Hornsby, Cora Peak	Roane
Houston, Florence Englebert	Carter
Houston, Pauline	Carter
Houston, Stewart	Carter
Howard, Bonnie Robert	Johnson
Howe, Coney Avis	Campbell
Huddle, Lena Rivers	Washington
Hughes, William Jones	Washington
Humphreys, John Samuel	Washington
Hunt, Georgia Anna	Sullivan
Hunt, Homer Enis	Washington
Hunt, Luke Weldon	Washington
Hurley, Neva	Hamblen
Hyder, Bryan M.	Carter
Hyder, LeRoy	Carter
Hyder, Ralph	Carter

<i>Name</i>	<i>County</i>
Hyder, Thomas J.	Carter
Ivy, William Senter	Hamblen
Jaynes, George Wright	Hancock
Jeffers, Ruth Edna	Scott
Johnson, Alonzo Wood	Carter
Johnson, Marion Lynn	Washington
Jones, Carter Charles	Washington
Jones, Jerusha Hassie	Sullivan
Jones, Margaret Anna	Cocke
Jones, Mary Alice	Unicoi
Kasefang, Alma Maye	Campbell
Keebler, Beauford G.	Washington
Keebler, Glenna Grace	Washington
Kennedy, Leslie Morrison	Knox
Ketron, Mayme Alberta	Sullivan
Ketron, Myrtle Marie	Sullivan
Kincaid, Arch Marvin	Meigs
Kinder, Henry Everett	Jefferson
King, Eldridge Claude	Washington
King, Jennings Bryan	Hawkins
King, Laura Edna	Washington
King, Mary Katherine	Sullivan
King, Nannie Kate	Sullivan
Kinser, Rachel Elizabeth	Monroe
Kipping, Paul Spicer	Washington
Kirkpatrick, Nova Jane	Hawkins
Kyker, William Maynard	McMinn
Lambdin, Charlie Hall	Grainger
Lambert, Floy A.	Claiborne
Lane, Joseph Ray	Hawkins
Larimer, Velma Olympia	Washington
Latture, Verna Myrtle	Sullivan
Lavender, Clarence Lee	Rhea
Laws, Daniel Marion	Johnson
Lawson, Lewis Parvin	Bledsoe
Ledgerwood, Elva Acte	Knox
Lenoir, Susan Bogart	Loudon
Liebe, Mary Draxie	Washington
Linville, Lottie Lee	Washington
London, Claire Kathleen	Sullivan
Long, Nannie Sanders	McMinn
Loveless, Nora Gertrude	Carter
Lowery, James Clyde	Polk
Lowry, Inez Tennessee	Monroe
Lowry, Maggie	Monroe
Lyle, Eva Malinda	Washington
Lyle, Margaret Evans	Washington
Lyle, Sarah	Washington
Lyon, Viola Mae	Hawkins
Lyons, Jenny Powel	Washington
McAfee, Mary Dell	Washington
McAndrews, George Alger	Jefferson
McAndrews, Roscoe Conkling	Jefferson
McBath, Hazel	Knox

<i>Name</i>	<i>County</i>
McClure, Elsie Gertrude	Sullivan
McClure, Marie Antoinette	Washington
McCollum, Hazel Blanche	Washington
McCorkle, Carrie Louise	Hamblen
McCravy, Essie J.	Washington
McKeehan, Vernie A.	Carter
McKenzie, George Calvert	Meigs
McKenzie, Margaret Templeton	Rhea
McKinney, Delia Estelle	Roane
McKinney, Sallie Mabel	Roane
McMurry, Thomas Roy	Blount
McNees, Charles Jacob	Washington
McQueen, Mary Dean	Johnson
Maddux, Charles Roy	Monroe
Mahoney, Martha Emily	Washington
Mallicote, Earnesteen	Washington
Manly, Nellie Blye	Grainger
Marable, Doxie Debro	Houston
Marshall, Howard Belton	Washington
Martin, James A., Jr.	Washington
Martin, Orville Susong	Washington
Mayes, Thasia Mabel	Hawkins
Maynard, Creed Wane	Putnam
Meredith, Mary Anna	Campbell
Meredith, Oliver Floid	Campbell
Merrick, Glynden Ethel	Loudon
Miller, Frances Adelaide	Washington
Miller, Haggai M.	Scott
Miller, Ivan Clarence	Washington
Miller, Maude M.	Johnson
Miller, Trula Grace	Washington
Milligan, Fuller Kenneth	Hamblen
Milligan, India McDowell	Hamblen
Milligan, Virgil Dean	Hamblen
Mitchell, William Sheridan	Anderson
Moore, Edgar Tilden	Campbell
Moore, Geneva Adaline	Washington
Moore, Margaret	Washington
Moore, Mattie Ada	Hamblen
Morelock, Glenna Pearle	Washington
Morgan, Charles L.	Grainger
Moulton, Juanita Louise	Washington
Mullins, Roy A.	Monroe
Murphy, Belle	Knox
Murphy, Carrie Todd	Hamilton
Murray, Mae	Washington
Murrell, Clara Crissy	Washington
Myers, Martha Washington	Greene
Myers, Willie Huntsman	Greene
Nave, Brownlow Claiborne	Carter
Nave, Charles Hobart	Washington
Neel, Nell	Gap Mills, W. Va.
Neeley, Pearle Maude	Unicoi
Neil, Katherine	Meigs

<i>Name</i>	<i>County</i>
Nelson, Mag. Gillassppi	Union
Newland, Mattie J.	Sullivan
Newport, K. K.	Scott
Nichols, Bonnie Rowe	Jefferson
Oaks, William Oscar	Carter
Odell, Ida Belle	Sullivan
O'Dell, Martha Ella	Sullivan
O'Dell, Mary Clemma	Sullivan
Ogle, Edgar Hugh	Blount
Ousley, Minnie	Union
Owen, Ola Pearl	Hamblen
Owens, Harriette McCutchen	Washington
Parrott, Martha Alice	Campbell
Parsons, Eugene	Washington
Patton, Samuel Carl	Rhea
Payne, Ida Luella	Roane
Pearcy, Blanche	Rhea
Pearson, Willie Cornelius	Hawkins
Peck, Tulalah Estella	Anderson
Pendleton, Lilly Faye	Sullivan
Penland, Eveline Cannon	Loudon
Pennington, Essie Bonham	Monroe
Peoples, Mary Louise	Sullivan
Peters, Charles Edwards	Carter
Petree, Harriet Irene	Roane
Pickering, Adeline Winnifred	Hamilton
Pierce, Rosa Ella	Carter
Pitt, Minnie Belle	Washington
Powell, Annie Laurie	Meigs
Powell, Mary Bernice	Meigs
Price, Mary Frances	Carter
Pyle, Beatrice Mattie	Sullivan
Quillen, Montie Ferol	Hamblen
Radcliffe, Cora Magnolia	Cocke
Rainwater, Lillie	Jefferson
Randolph, Annie Maye	Bradley
Randolph, Blanche Estell	Meigs
Ray, Alline Elizabeth	Jefferson
Remine, Ruby Helen	Washington
Remine, Sarah Kate	Washington
Rice, Robert Carr	Hardin
Richmond, Esther Casteel	Hamilton
Ring, Hencil Wright	Washington
Roark, Frank	James
Roark, William Harrison	James
Robeson, William Edward Orla	Hamblen
Robinson, Mabel Lois	Roane
Robinson, Mary Jane	Unicoi
Robeson, Charles Hamilton	Hamblen
Robeson, Laura Ernestine	Cocke
Rollins, Solomon L.	Cocke
Rosenblatt, Agnes St. John	Greene
Ross, May Armena	Washington
Rule, Della	Knox

<i>Name</i>	<i>County</i>
Runyan, Onslow Gladstone	Knox
Rupe, Nelle Lee	Washington
Rush, Bonnie Madge	Greene
Russell, Josephine	Unicoi
Rutledge, Edith Ednora	Greene
Rutledge, Eudora Agnes	Greene
Rutledge, Mary Eliza	Greene
Rutledge, Sallie Grace	Greene
Sams, Alda	Unicoi
Sams, Carl	Unicoi
Satterfield, Nila Frank	Monroe
Schultz, Earl Kidwell	Grainger
Schultz, Stella	Grainger
Scott, Elizabeth Blanche	Campbell
Scott, Fanny Beatrice	Hamblen
Seal, Ada Mary	Claiborne
Seaton, Robert Sherman	Sevier
Sell, Marion Paul	Washington
Sells, Frances Kathryn	Washington
Sharpe, Fred Roscoe	Claiborne
Sharpe, Roy Oscar	Campbell
Shields, Anna West	Washington
Shoun, Nat D.	Washington
Shoun, Paul Wofford	Washington
Sizer, Delila Gertrude	Sullivan
Sizer, Ida Godwin	Sullivan
Slagle, Dean	Washington
Sliger, Ira Taylor	McMinn
Slonaker, Daisy Lee	Washington
Slonaker, Rosa Belle	Washington
Smith, Arva Zena	Roane
Smith, Claude Hermon	Scott
Smith, Edward	Washington
Smith, Flora Olivia	Hamblen
Smith, Fred T.	Scott
Smith, John Anderson	James
Smith, Maydele Harrison	Penick, Ky.
Smith, Michael David	Carter
Smith, Parvin	Hawkins
Smith, Ruth Fain	Hawkins
Snyder, Dessa Pearle	Washington
Sparks, Carrie Lee	Washington
Speer, Ernest DeWitt	Knox
Speer, Lydia Abbie	Knox
Stallings, Gussie Ola	Knox
Stanley, Calvin	Scott
Starnes, Fredda Burton	Hawkins
Steele, Ida Eugenia	Hawkins
Steele, Lillian Iola	Hawkins
Stephens, Inez	Hamblen
Stocksbury, Lizzie Lucy	Union
Stocksbury, Roxie Sallie	Union
Stout, Ada Rosy	Johnson
Stout, Lola Belle	Washington

Stoutt, Edna Mae	Union
Strickler, Mollie Mae	Sullivan
Strock, Flora Elizabeth	Hamilton
Swadley, D. Clifford	Washington
Tarver, Beulah Lee	Knox
Taylor, Melvia Louise	Washington
Taylor, Nola Melvina	Anderson
Tedder, Sue Marie	Roane
Teiman, Elizabeth Marion	Washington
Templin, Gladys Queen	Hamblen
Templin, John Franklin	Washington
Terry, Chester E.	Scott
Terry, William Claude	Scott
Thomas, Anna Louise	Washington
Thomas Margaret	Washington
Thomas, Mary Louise	Washington
Thompson, Anna Elizabeth	Washington
Thompson, John William	Carter
Thompson, Samuel Hunter	Washington
Thurman, David Ernest	Hawkins
Tillery, Stella Love	Knox
Tiner, James Oscar	Washington
Tipton, Alvin	Unicoi
Tucker, Nelia Jo	Unicoi
Turner, Frank Marion	Campbell
Vance, Edna Elmyra	Washington
Vance, Helen Reed	Washington
Vines, Fred Scott	Washington
Wagner, Jacob Daniel	Johnson
Wagner, Lou Venie	Johnson
Wagner, Nora B.	Johnson
Walker, Addie Mae	Washington
Walker, Edna Napier	Washington
Walker, Effie Mae	Campbell
Walker, Frances Spurlock	Washington
Walker, Timmie Aurelia	Hawkins
Wall, Dorothy Gertrude	Roane
Wallace, Homer E.	Hamblen
Walter, Bertha Lenore	Washington
Walter, Ina Mae	Greene
Waters, Mary Izora	Blount
Watkins, Grayce Virginia	Hawkins
Watson, Austin Cornelius	Monroe
Weeks, Lillian Elouise	Bradley
Wells, Hattie Mae	Grainger
Whaley, Otis	Sullivan
White, Hassie Mae	Washington
White, Mary Park	Washington
White, William Myhr	Carter
Wilkinson, Mayetta	Hillsville, Va.
Williams, Eloise	Morgan
Williams, Guy Duncan	Washington
Williams, Samuel Roland	Sevier
Williamson, Una Brown	Washington
Wilson, Bertha Hazel	Blount

<i>Name</i>	<i>County</i>
Wilson, Maurice Clement	Washington
Wine, Sarah	Washington
Winkler, Gertrude	Bradley
Witcher, Nora Nannie	Sullivan
Worley, W. Paul	Washington
Wright, Adele	Grainger
Yates, John Jesse	Grainger
York, Silas	Scott
York, Walter Hays	Campbell

SUMMER TERM

Acres, A. V.	Scott
Alexander, Marguerite	Carter
Allen, Clara	Carter
Allen, John A.	Monroe
Alley, Maria Adaline	Bradley
Anderson, Margaret Louisa	Sullivan
Anderson, Minnie Kenacton	Bradley
Andes, Eulalie	Washington
Andes, Jesse Alden	Washington
Angel, Ada Elizabeth	Bledsoe
Archer, Cordelia Pearl	Washington
Arnold, Lelia Deaderick	Washington
Arrants, Hattie Lucile	Sullivan
Arthur, Lucretia Salome	Polk
Ausmus, Floyd Esca	Claiborne
Bacon, Mary Marion	Washington
Bailey, Adelaide May	Delaware, Ohio
Bailey, Andrew Loyd	Sevier
Bailey, Bessie Rhea	Hawkins
Bailey, Charles Clyde	Washington
Bailey, Goldie Edith	Greene
Baines, Pearl Ina	Washington
Baird, Lewis J.	Campbell
Ballard, Mayme Blanche	Sevier
Barrett, Nellie Marie	Hawkins
Barton, Edith Gertrude	Washington
Barton, Lena	Washington
Barton, Mary Alice	Washington
Baskette, Elsie Marguerite	Washington
Baskette, Mary Edith	Washington
Bass, Myrtle Blaine	Greene
Baxter, Ruby L.	Washington
Baxter, Tompsie	Washington
Baxter, Zona Estelle	Greene
Bean, Katie Mae	Bradley
Beard, Ethel	Sullivan
Beaty, Sim Lester	Bradley
Bell, Charles Edward	Johnson
Bell, Nell Embree	Greene
Bellamy, Lucy Jane	Carter
Bennett, Bertha Mae	Unicoi
Bennett, Maude	Polk
Berry, Esther	Bradley

<i>Name</i>	<i>County</i>
Berry, Walter Creed	Washington
Bishop, Elma Lydia	Knox
Bishop, Grace Caroline	Carter
Bolton, Ida Annett	Claiborne
Boring, Grace Helen	Washington
Boston, James Lloyd	Claiborne
Bowman, George M.	Washington
Bowman, Margaret	Washington
Bowman, Mary Adelaide	Washington
Boyd, Mollie Louise	Carter
Boyd, Nina Iraac	Sullivan
Boyer, Georgia Alyce	Hawkins
Boyer, Maude E.	Sullivan
Braden, Vera Clarice	Polk
Bradford, Henrietta Elizabeth	Greene
Brading, Elinor	Washington
Bradshaw, Geneva	Unicoi
Bradshaw, Phoebe Kate	Hawkins
Brakebill, Ethel Lea	Monroe
Breeding, Mary Cassandra	Sullivan
Brooks, Ethel	Polk
Brooks, Jerry Hilton	Claiborne
Brooks, Nora Mary	Polk
Brown, Flora Belle	Washington
Brown, Lida Zuleica	Grainger
Brown, Luster Loeta	Washington
Brown, Millard Franklin	Claiborne
Broyles, Beulah Mae	Greene
Broyles, Fred Crawford	Greene
Broyles, Homer Kelley	Washington
Broyles, Vesta Alma	Washington
Bryan, Bettie Lea	Bradley
Bryan, Marie Louise	Bradley
Bryan, Pauline	Unicoi
Buchanan, Jessie Pauline	Roane
Burchfield, Mary M.	Bradley
Burgess, Arthur Blaine	Washington
Burleson, Christine	Washington
Burton, Ossie Benson	Sullivan
Caldwell, Mattie	Blount
Campbell, Laila Blanche	James
Campbell, Lillian Mae	Unicoi
Campbell, Lillie Belle	Carter
Campbell, Mildred Lucile	Unicoi
Campbell, Roy	Cocke
Cannon, Reba Ranhoof	Washington
Card, Rose Evelyn	Hamilton
Carey, Frank Hermon	Bradley
Carey, Mary Inez	Knox
Carmichael, Almeda	Hamblen
Carpenter, Lela Beatrice	Jefferson
Carpenter, Sarah Tennessee	McMinn
Carson, Hallie Houston	Sullivan
Carver, Thomas J.	Carter

<i>Name</i>	<i>County</i>
Cass, Ann Gaston	Carter
Cassady, Mildred Geraldine	Unicoi
Chambers, Nina May	Bradley
Chesnutt, Rosa Mae	Hawkins
Christenberry, Beulah May	Roane
Claman, Mollie Frances	Hawkins
Clark, Cleo Berenice	Washington
Clark, Joseph J.	Washington
Clarke, Ruby	Cocke
Cloyd, Rose Elma	Washington
Cochran, Cordia Delia	Carter
Collette, Reba Virginia	Washington
Collins, Jennie Irene	Bradley
Collins, Lena Anna	Rhea
Collins, Martha Belle	Hancock
Collins, Mary Edith	Hancock
Connatser, Greeley Andrew	Sevier
Conner, Willie Christian	Washington
Cooke, Jonnie Belle	Blount
Cotter, Ollie Maude	Sevier
Cox, Anna Lillian	Jefferson
Cox, Maude Naomi	Jefferson
Cox, William Jones	Washington
Cross, Ovia	Scott
Cross, Sterling	Scott
Crosswhite, Rosa Lee	Johnson
Crouch, Clara Belle	Washington
Crouch, Delle Ethel	Washington
Crouch, Julia Monta	Washington
Crouch, Manta Eugenia	Washington
Crowder, Robert Lincoln	Carter
Crumley, Bessie Rachel	Sullivan
Crumley, Lucy Bennett	Greene
Crutchfield, Grace Campbell	Hamilton
Culbertson, Mary May	Bradley
Curtis, Laura Alice	Monroe
Daniels, Andrea Manila	Washington
Daves, Elizabeth Anthia	Polk
Davidson, Zilpha	Grainger
Davis, Charles B. F.	Union
Davis, Edna Earl	Knox
Davis, Ella Anna	Sequatchie
Davis, Laura	Washington
Davis, Letha Mae	Unicoi
Davis, Lumie B.	Unicoi
Davis, Rachel	Campbell
Davis, Retta	Knox
Davis, Thomas	Unicoi
Deakins, Stella Mae	Washington
Decker, Carrie Drusilla	Washington
Depew, Eliza Velva	Greene
Depew, Julia Kate	Greene
Desler, Nellie Biddle	Washington
Dickson, Effie Edna	Washington

<i>Name</i>	<i>County</i>
Dinkins, Fannie Anne	Hamblen
Dinkle, Hazel Hortense	Washington
Driskill, Carrie Eva	Roane
Driskill, Elizabeth Edna	Roane
DuBois, Mary Lois	Cocke
Duff, Lillian Mae	Bradley
Dyer, Willie Bryan	Monroe
Easley, Helen May	Knox
Eblen, Grace Hazel	Roane
Edge, Jonnie Grace	Polk
Edington, Catherine Francesca	Roane
Edmondson, Preston A.	Knox
Eldridge, Blanche Eleanor	Hamilton
Ellis, Annaline Pearl	Carter
Ellis, Ellen Estelle	Knox
Embrey, Lucy A.	Putnam
Epperson, Charles Tillman	Grainger
Eutsler, Sylvia Farie	Washington
Fain, Grace	Sullivan
Fain, Margaret Elizabeth	Washington
Fanning, Stella Annice	Greene
Farmer, Grace	Bledsoe
Ferguson, Arthur Roy	Rhea
Ferguson, Janie	Greene
Ferguson, Nellie May	Monroe
Fielden, Ollie Mae	Jefferson
Fields, Harry Clay	Sullivan
Fields, Maude Pearl	Hawkins
Fine, Addie Lois	Jefferson
Fine, Frank Cleve	Washington
Fine, Grace Virginia	Carter
Firestone, Robert Edward	McMinn
Ford, Mamie Jane	Knox
Fortner, Elisha Newton	Claiborne
Foster, Ruth Estelle	Anderson
Fowler, Walter Quinter	Cocke
Frazier, Annie Laurie	Washington
French, Carrie	Knox
Friddell, William Jack	James
Fritts, Sallie C.	Loudon
Frye, Goldia Beniti	Washington
Fulkerson, Bertha Blanche	Washington
Fulkerson, Nina Ruth	Washington
Fulton, Mary Preston	Washington
Garber, Nannie Carter	Washington
Garland, Edgar Everette	Johnson
Garland, Jesse G.	Carter
Garner, George C.	Blount
Garner, Leonard	Blount
Gass, Luna Olivia	Meigs
Gass, Samuel Thurman	Meigs
Gaut, May Jones	Monroe
Gaut, Sue Addie	Monroe
Geisler, Alice Novella	Sullivan

<i>Name</i>	<i>County</i>
Gerren, Nina Weaver	Bledsoe
Gibson, Laura Pearl	Rhea
Gilbreath, Norma Lavinia	Washington
Gilmer, Kathryn Carolyn	Washington
Gilreath, Sidney Earl	Sevier
Glaze, Cora Lee	Washington
Glenn, Amy Alma	Jefferson
Goad, Zora	Scott
Goldston, Ruby Inez	Roane
Good, Nannie Blaine	Washington
Goodman, Cora Belle	Washington
Gothard, Kate	Hamilton
Gothard, Nannie Belle	Hamilton
Graham, Marion Williamson	Greeneville, S. C.
Gray, Katie Carrelle	Hamblen
Gray, Mary Elizabeth	Greene
Graybeal, Beecher E.	Carter
Green, Eula Inez	Polk
Green, Mary Elizabeth	McMinn
Greenlee, Lillian Gertrude	Washington
Greer, Elmer C.	Johnson
Gregory, Mattie Katherine	Jefferson
Grigsby, Eva Leah	Hawkins
Grissom, John Henderson	Union
Gross, Ben Harrison	James
Guinn, Abraham Gideon	Polk
Haire, Ruth Marie	Washington
Hale, Jessye Louise	Hamblen
Hale, Mary Anna	Hamblen
Hale, Nannie Mae	Cocke
Hale, Ruth L.	Cocke
Hall, Flossie Mary	McMinn
Hall, China Elizabeth	Claiborne
Hall, Lottie Qualls	Monroe
Hampton, Juanita Kate	Carter
Harbour, Lee Odell	Washington
Harkleroad, Ethel Alice	Sullivan
Harmon, Lucy	Claiborne
Harold, Isaac Raymond	Washington
Harris, Angie Leigh	Bledsoe
Harris, Floy	Washington
Harris, Kenneth	Bledsoe
Harrison, Benjamin Embrason	Polk
Harrison, Essie Pearl	Washington
Harrison, Scottie Elizabeth	Cocke
Harshbarger, Martha Eugenia	Greene
Hart, Henry Clay	Washington
Hart, Susan Dimple	Bledsoe
Hartsell, Fannie Fern	Washington
Hartsell, Nora Rebecca	Washington
Harwood, Bert Rebecca	Washington
Hatcher, Lucy Louise	Washington
Hathaway, Mary Katherine	Carter
Hayes, Myrtle	Campbell

<i>Name</i>	<i>County</i>
Hazlewood, Mary Dove	Johnson
Heaberlin, Sophia Bryan	Johnson
Headrick, Hester Evelyn	Sevier
Hedd, Nettie Alice	Unicoi
Hembree, Alice Geneva	Roane
Henderson, Mary Stuart	Loudon
Henley, Callie Blanche	Washington
Henley, Margie Lee	Washington
Henley, Wahneetah Augusta	Washington
Henry Lavona Azalia	Blount
Hensley, Sue Emma	Unicoi
Herrill, Texana	Washington
Hickam, Ellis Kelley	Washington
Hind, Arrelda Catharine	Campbell
Hisey, Sydney Marion	Hamblen
Hite, Mary Alice	Sullivan
Hodge, Nora Jean	Washington
Hodges, David Edmund	Washington
Hodges, Hattie Mae	Washington
Holdway, Cora Lee	Cocke
Hornsby, Cora Peak	Roane
Houston, Cora	Rhea
Howard, Bertha Mae	Johnson
Howard, Nelle Lawrence	Blount
Howard, Ruby J.	Johnson
Howe, Bessie Beatrice	Campbell
Howe, Coney Avis	Campbell
Howell, Lorena Mae	Unicoi
Hudson, Helen	Monroe
Humphreys, Bertha Pearl	Polk
Humphreys, Gertrude Lee	McMinn
Hunt, Georgia Anna	Sullivan
Hunter, Carrie Elizabeth	Carter
Hurley, Sadie Eliza	Greene
Hurst, Nannie Belle	Hamblen
Hyder, Bryan M.	Carter
Hyder, Elsie Beatrice	Carter
Hyder, Ina Effie	Carter
Hyder, Julia Geneva	Carter
Hyder, Lena Rivers	Carter
Hyder, LeRoy	Carter
Hyder, Thomas J.	Carter
Jaynes, George Wright	Hancock
Jeffers, Ruth Edna	Scott
Jeffers, William Jasper	Scott
Jeffries, Bertha Carolina	Sevier
Jennings, Caroline	Campbell
Johnson, Carrie Ruth	Washington
Johnson, Maggie Nelle	Washington
Johnson, N. B.	Washington
Johnson, William McKinley	Johnson
Jones, Charles B.	Unicoi
Jones, Mabel Kate	Hawkins
Jones, Margaret Anna	Cocke
Jones, Myrtle Estella	Sequatchie

<i>Name</i>	<i>County</i>
Julian, James J., Jr.	Carter
Kasefang, Alma Maye	Campbell
Keck, Ida Mae	Claiborne
Keebler, Glenna Grace	Washington
Keebler, Sara Bertha	Sullivan
Keefauver, Mayme Rebecca	Washington
Keefauver, Susie May	Washington
Keller, Maggie W.	Sullivan
Kelley, Minnie Lea	Bradley
Kelly, Erma	Bledsoe
Kelly, Flora Ellen	Rhea
Kennedy, Edith	Monroe
Kennedy, Leslie Morrison	Knox
Kennedy, Vivian	Monroe
Keyes, Anna Mary	Washington
Keys, Cornelia Anna	Washington
Kimbrough, Averil	Monroe
Kimbrough, Katherine	Monroe
Kinder, Henry Everett	Jefferson
King, Jennings Bryan	Hawkins
King, Mary Katherine	Sullivan
Kinser, Rachel Elizabeth	Monroe
Kirkpatrick, Nova Jane	Hawkins
Kiser, Essie C.	Greene
Kyker, B. Frank	McMinn
Kyle, Florence Coffey	Bradley
Largen, Phebe Charlotte	Loudon
Largent, Emma Leo	Polk
Lattice, Verna Myrtle	Sullivan
Laws, Daniel Marion	Johnson
Lawson, Gustava E.	Bledsoe
Lawson, Lewis Parvin	Bledsoe
Lay, Bertha	Grainger
Layman, Morten Briscoe	Sevier
Lee, Lucy Randolph	Washington
Leonard, Edna Frances	Washington
Lindsay, Walter Vergil	Campbell
Link, Evalena Emma	Washington
Lockett, Alice Matilda	Anderson
London, Claire Kathleen	Sullivan
Looney, Eliza Pearle	Hawkins
Love, Jennie Anna	Greene
Lovely, Isaac Thomas	Campbell
Lowe, Mary Minnie	Johnson
Lowery, James Clyde	Polk
Lusk, Jessie Ann	Bledsoe
Luster, Ida Kate	Hawkins
Lynch, Loalles Evelyn	Claiborne
Lynch Sarah Anne	Claiborne
Lynch, Vina Katherine	Claiborne
Lyon, Viola Mae	Hawkins
Lyons, Jenny Powel	Washington
Lyons, Lucile Price	Hawkins
McAfee, Mary Dell	Washington

<i>Name</i>	<i>County</i>
McCabe, Bertha Crosby	Rhea
McClary, Elizabeth Anne	Polk
McClure, Marie Antoinette	Washington
McCollum, Hazel Blanche	Washington
McCorkle, Carrie Louise	Hamblen
McKinney, Guerney A.	Carter
McKinney, Sallie Mabel	Roane
McLain, Roy	Hawkins
McMurry, Beulah	Blount
McMurry, Thomas Roy	Blount
McNeil, Myrtle Love	Claiborne
McSpadden, Minnie M.	Monroe
McSpadden, Vella Katharine	Sullivan
Mabry, Sallie Elizabeth	Roane
Maddux, Charles Roy	Monroe
Maddux, William Oscar	Claiborne
Maine, Argus Gilliam	Johnson
Malone, Robert De	Greene
Manly, Nellie Blye	Grainger
Maples, Mary Elma	Sevier
Marsh, Adelia Emmaline	Rhea
Marshall, Linnie Finley	Washington
Masengill, Jean Elizabeth	Sullivan
Mason, Charles	Washington
Mathes, Margaret Estelle	Greene
Mayes, Oscar Clarence	Claiborne
Mayes, Thasia Mabel	Hawkins
Meredith, Roscoe B.	Campbell
Milburn, Lucy Rhea	Hamilton
Miller, Haggai M.	Scott
Miller, Maude M.	Johnson
Miller, Pearle Frances	Washington
Milligan, Fuller Kenneth	Hamblen
Minton, Joe Ethel	Carter
Minton, Tillie Mae	Carter
Mitchell, Anna Lee	Sullivan
Mitchell, Maude H.	Knox
Mitchell, William Sheridan	Anderson
Montgomery, Bess Edna	Bledsoe
Montgomery, Charles	Carter
Montgomery, Dan B.	Carter
Montgomery, James T.	Carter
Montgomery, McKinley	Carter
Moore, Addie	Roane
Moore, Grace Viola	Campbell
Moore, Maude Marion	Hawkins
Moore, Oda Orval	Washington
Moore, Robert Maynard	Campbell
Morelock, Glenna Pearle	Washington
Morgan, Charlie M.	Carter
Morrell, Anna Laura	Carter
Morrell, Hester Emily	Washington
Morrell, Rosa Lee	Washington
Mowrey, Ollie Mae	Bradley

<i>Name</i>	<i>County</i>
Mull, Bessie Lucile	Polk
Murphy, Belle	Knox
Murphy, Elizabeth Mae	McMinn
Murray, Eliza	Grainger
Murray, Rachel Quorinna	Hamblen
Murrell, William Summerfield	Hamblen
Muse, Anne Celeste	Washington
Myers, Hazel Dewey	Greene
Myers, Ina Pauline	Greene
Myers, John B.	Hawkins
Myers, Martha Washington	Greene
Myers, Matilda	Greene
Myers, Roy	Hawkins
Needham, Pearl Love	Grainger
Newland, Mary Eleanor	Sullivan
Newport, K. K.	Scott
Newport, May	Campbell
Nichols, Minnie Alice	Roane
Nichols, Naomi	Roane
Oaks, Dora Vibra	Carter
O'Fallon, Grace	Knox
Owen, Ola Pearl	Hamblen
Painter, Martha	Greene
Painter, Winnie Gertrude	Greene
Pamplin, Marguerite Loving	Washington
Pangle, Charcie	Hawkins
Parker, Carrie	Hawkins
Parks, Nina Frazier	Bradley
Patton, Mary Lucile	Greene
Patton, Samuel Carl	Rhea
Payne, Bessie Elena	Bradley
Payne, Ida Luella	Roane
Payne, Ivah Isabel	Carter
Payne, Ruby Jean	Washington
Penland, Eveline Cannon	Loudon
Peters, Charles Edwards	Carter
Peters, Henry Hudsel	Anderson
Phillips, Ethel Kate	Sullivan
Phillips, Isaac Renfro	Scott
Phillips, Nora Estelle	Damascus, Ga.
Pickens, Besse Ruth	Washington
Pierce, Esther Mabel	Washington
Pierce, Lesta Deline	Crockett
Pierce, Mary Callie	Washington
Pierson, Mattie Mae	Gaffney, S. C.
Powell, Annie Laurie	Meigs
Powell, Mary Bernice	Meigs
Powell, Josephus Ira	Roane
Price, Elizabeth A.	Carter
Price, J. M.	Carter
Price, Octave Thannet	Greene
Pritchett, Mary Lilian	Washington
Proffitt, Geneva	Hamilton
Proffitt, Laurine	Hamilton

<i>Name</i>	<i>County</i>
Proffitt, Nevada Williams	Hamilton
Proffitt, Samuel Houston	Hamilton
Rainwater, Lillie	Jefferson
Ramay, Burl A.	McMinn
Ramsey, Lelia A.	Bradley
Range, Cleveland J.	Carter
Reece, Addie Vida	Johnson
Reed, Bettie Lee	Sevier
Reed, Florence Maude	Greene
Register, Eileen Estelle	Greene
Remine, Willie Susie	Washington
Renfro, Mae	Grainger
Richmond, Almeda	Campbell
Ritter, Boyd Edward	Grainger
Robertson, Fannie Lee	Sullivan
Robertson, Ruth Adelle	Bradley
Robinson, Annie Mae	Greene
Robinson, Katherine Gertrude	Greene
Robinson, Mary Jane	Unicoi
Rogers, Annie Adelaide	Polk
Rogers, Henry Marson	Claiborne
Rollins, Solomon L.	Cocke
Runyan, Onslow Gladstone	Knox
Rupe, Nelle Lee	Washington
Russell, Bob	Claiborne
Russell, Tina Evelyn	McMinn
Sams, Alda	Unicoi
Sams, Martha Evelyn	Greene
Sarratt, Lemuel	Gaffney, S. C.
Sawyer, Hallie Selma	Greene
Saylor, Lorena Frances	Washington
Schnicke, Charlotte Theresa	Knox
Scott, Elizabeth Blanche	Campbell
Scruggs, Elizabeth Lowry	Monroe
Seal, Ada Mary	Claiborne
Self, Ella Kate	Washington
Self, Maude	Washington
Sellers, Lela Maud	Washington
Sells, Frances Kathryn	Washington
Sharp, Danna Mae	Campbell
Sharpe, Glenna Janette	Rhea
Sheddan, Hugh	Jefferson
Sheddan, Lettie May	Blount
Shell, Arra Maude	Unicoi
Shell, Mattie Hanna	Hickory, N. C.
Sherrod, Adam Edgar	Knox
Shields, Harriet Margaret	Washington
Shields, Mary Clarke	Washington
Shipley, Kittie	Hamilton
Shoun, Frances Anne	Johnson
Shoun, Nat D.	Washington
Shults, Arlie	Sevier
Shumate, Almeda	Claiborne
Simpson, Frank Magill	Monroe

<i>Name</i>	<i>County</i>
Sisemore, Nora Frances	Greene
Sitton, Florence	Washington
Slagle, Dean	Washington
Sliger, Ira Taylor	McMinn
Sloan, Mattie Lillian	Bradley
Slonaker, Daisy Lee	Washington
Slonaker, Rosa Belle	Washington
Smalling, Mae	Carter
Smith, Arva Zena	Roane
Smith, Cassie Lena	Polk
Smith, Cordie Adline	Greene
Smith, Flora Lee	Knox
Smith, Michael David	Carter
Smith, Ollie Maud	Sullivan
Smith, Ruth Fain	Hawkins
Smith, Woodruff Wiley	Loudon
Snead, Annie Louise	Gaffney, S. C.
Snyder, Dessa Pearle	Washington
Snyder, Lona Bertha	Johnson
Sparks, Carrie Lee	Washington
Speer, Ernest DeWitt	Knox
Speer, Lydia Abbie	Knox
Speers, Oma	Washington
Stanley, Calvin	Scott
Stansbury, Pearl Bell	Bradley
Stanton, Edna Malinda	Johnson
Stanton, Ida Grace	Washington
Steele, Ida Eugenia	Hawkins
Steele, Lillian Iola	Hawkins
Stephens, Inez	Hamblen
Stephenson, Rosella Clyde	Cocke
Stepp, Hazel Anna	Greene
Stepp, Roxie Lee	Greene
Stepp, Silas Henry	Carter
Stone, Jennie Jewel	Bledsoe
Stone, Libbie Grey	Roane
Stooksbury, Mossie	Claiborne
Story, Lovina Verina	Washington
Stout, Ada Rosy	Johnson
Stout, Amanda Mae	Johnson
Strange, Ida Belle	Cocke
Strickler, Ida Lochiel	Sullivan
Strock, Flora Elizabeth	Hamilton
Summers, Margaret Rebecca	Washington
Swafford, Adda Emaline	Bledsoe
Tarver, Beulah Lee	Knox
Tarwater, Hubert F.	Sevier
Taylor, Ethel Juanita	Washington
Taylor, Melvia Louise	Washington
Taylor, Minerva Elizabeth	Polk
Teilmann, Elisabeth Marion	Washington
Templin, John Franklin	Washington
Terry, Chester E.	Scott
Thomas, Elsie Belle	Polk

<i>Name</i>	<i>County</i>
Thomas, Mamie	Bradley
Thompson, Grace May	Roane
Thompson, Samuel Hunter	Washington
Thornton, John Jackson	Jefferson
Tilley, Chalmers Howard	Washington
Tindell, Pearl Elizabeth	Roane
Tinker, Cora Lee	Unicoi
Tippett, Margaret Lenore	Polk
Tipton, Alvin	Unicoi
Tipton, Bessie Dacre	Greene
Todd, Bertie Vesta	Demorest, Ga.
Tomlinson, Bertha Maude	Washington
Torbett, Mabel Lois	Washington
Towe, Hattie Virginia	Washington
Trent, Naomi Elizabeth	Blount
Vaughn, Lucy	Washington
Viall, Belle	Carter
Waddell, Belle	Bradley
Waddell, Decatur Fox	Greene
Waddell, Nora Jane	Greene
Walker, Ada Elizabeth	Sevier
Walker, Edna Napier	Washington
Walker, Esther	Bledsoe
Walker, Flossie A.	Bledsoe
Walker, Frances Spurlock	Washington
Wall, Dorothy Gertrude	Roane
Wallace, Dora Maye	Carter
Walter, Bertha Lenore	Washington
Watkins, Grayce Virginia	Hawkins
Watson, Fletcher Albert	Campbell
Wear, Ina Geneva	Sevier
Weaver, Eula Wyson	Carter
Webb, Lucy	Sevier
Webb, Myrtle	Sevier
Weeks, Lillian Eloise	Bradley
Wells, Hattie Mae	Grainger
Wells, Willie Orr	Greene
Whalen, Lylah Lee	Roane
White, Harry Thomas	Washington
White, Margaret Elizabeth	Unicoi
White, Mayme C.	Bledsoe
Whitehead, Samuel Solomon	Carter
Willhoit, Katie Lee	Greene
Wilkinson, Mayetta	Hillsville, Va.
Williams, Ambia Irene	Roane
Williams, Maude	Washington
Williams, Nellie Rose	Washington
Williams, Samuel Roland	Sevier
Williamson, Una Brown	Washington
Wills, T. A.	Johnson
Wilson, Bertha Hazel	Blount
Wilson, Charles Asbury	Sevier
Wilson, Fannie	Bradley
Wilson, Lila Belle	Bradley

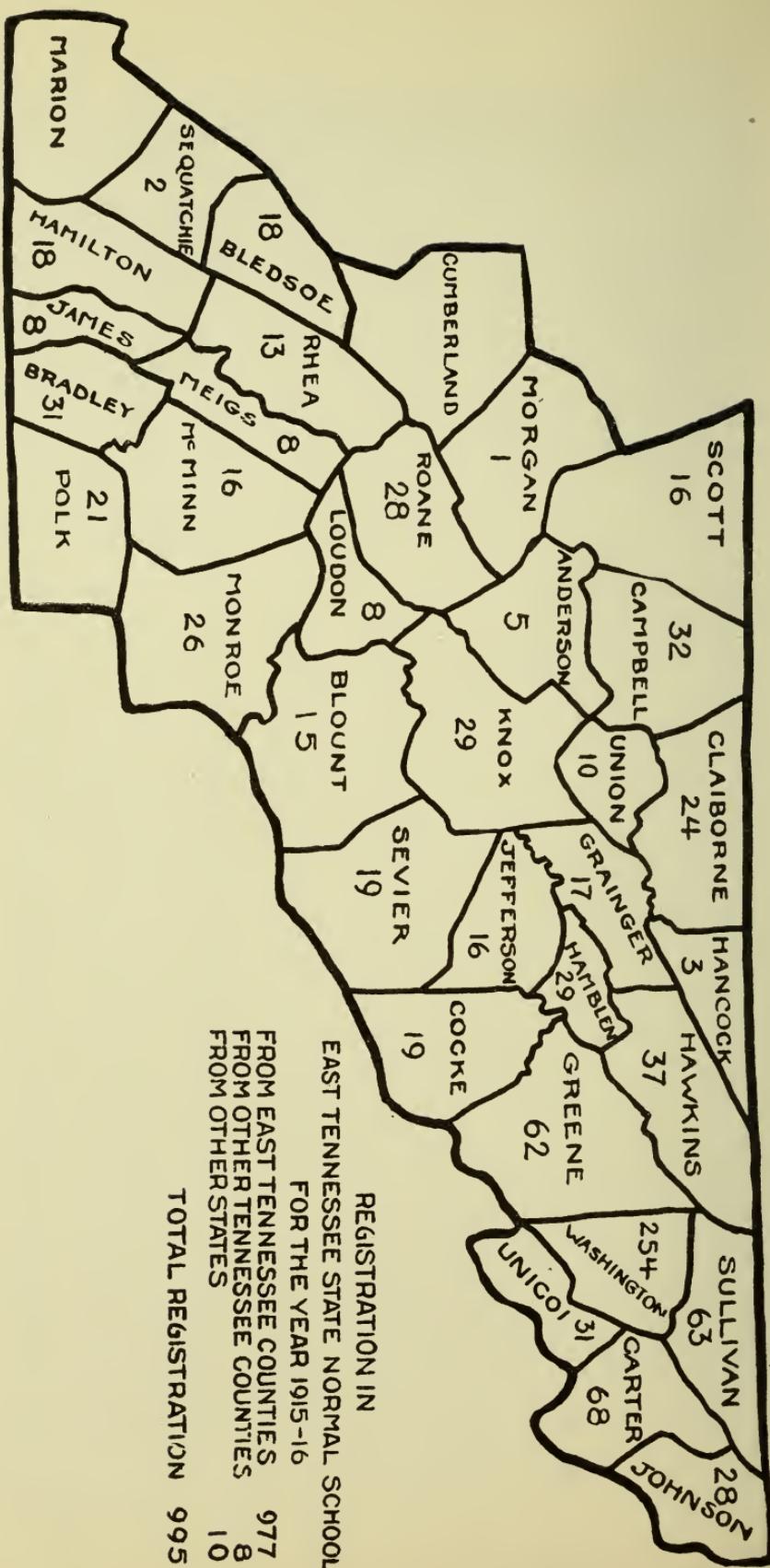
<i>Name</i>	<i>County</i>
Wilson, Louie Ella	Bradley
Wine, Grace	Washington
Witcher, Nora Nannie	Sullivan
Witt, Charles B.	Polk
Witt, Jennie	McMinn
Wolford, Agnes Brown	Sullivan
Wood, Blanche Marion	Washington
Woodruff, Margaret	Washington
Wright, Ida Mae	Campbell
Wrinkle, Emma Lou	Bradley
Wyatt, Volena Charlotte	Roane
Yates, John Jesse	Grainger
York, Silas	Scott
York, Walter Hays	Campbell
Young, Marguerite	Carter

SUMMARY OF ENROLLMENT

	1911-12	1912-13	1913-14	1914-15	1915-16
Fall, Winter, and Spring Terms.	236	325	410	404	536
Summer Term	339	484	617	688	654
Total in Normal Courses	575	809	1,027	1,092	1,190
Names counted more than once.	98	133	171	153	195
Net total	477	676	856	939	995
Observation and Practice School.	136	153	101	109	88
Total enrollment in all departments	613	829	957	1,048	1,081

ENROLLMENT BY COUNTIES

	1912	1913	1914	1915	1916
Anderson	3	5	6	4	5
Bledsoe	—	1	1	4	18
Blount	7	9	20	19	15
Bradley	10	7	10	24	31
Campbell	3	3	7	14	32
Carter	33	68	75	48	68
Claiborne	1	5	7	11	24
Cocke	3	12	17	21	19
Cumberland	—	1	1	—	—
Grainger	8	11	17	17	17
Greene	32	51	58	75	62
Hamblen	14	25	26	22	29
Hamilton	18	12	35	18	18
Hancock	1	2	12	6	3
Hawkins	44	46	31	49	37
James	1	—	4	8	8
Jefferson	7	9	7	17	16
Johnson	15	24	37	34	28
Knox	26	25	54	35	29
Loudon	4	9	11	11	8
McMinn	7	14	12	16	16
Marion	—	—	1	—	—
Meigs	2	2	2	2	8
Monroe	8	19	19	13	26
Morgan	—	7	3	13	1
Polk	8	22	15	20	21
Rhea	5	7	8	11	13
Roane	2	12	16	19	28
Scott	2	1	9	21	16
Sequatchie	—	—	4	1	2
Sevier	2	5	6	14	19
Sullivan	47	70	105	80	63
Unicoi	6	21	15	37	31
Union	4	11	11	21	10
Washington	151	147	179	217	254
Other Tennessee Counties	2	3	5	10	8
Other States	—	8	9	7	10
Totals	477	676	856	939	995



REGISTRATION IN
 EAST TENNESSEE STATE NORMAL SCHOOL
 FOR THE YEAR 1915-16
 FROM EAST TENNESSEE COUNTIES 977
 FROM OTHER TENNESSEE COUNTIES 8
 FROM OTHER STATES 10
 TOTAL REGISTRATION 995



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